

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex libris
UNIVERSITATIS
ALBERTAENSIS





Digitized by the Internet Archive
in 2019 with funding from
University of Alberta Libraries

<https://archive.org/details/Brand1983>

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR Patricia J. Brand
TITLE OF THESIS Career Decisions of Women Physical
 Educators
DEGREE FOR WHICH THESIS WAS PRESENTED Master of Arts
YEAR THIS DEGREE GRANTED Spring, 1983

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

THE UNIVERSITY OF ALBERTA

Career Decisions of Women Physical Educators

by



Patricia J. Brand

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF Master of Arts

Department of Physical Education

EDMONTON, ALBERTA

Spring, 1983

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Career Decisions of Women Physical Educators submitted by Patricia J. Brand in partial fulfilment of the requirements for the degree of Master of Arts.

Abstract

The career decisions of females who graduated between 1952 and 1975 from the undergraduate physical education program at the University of Alberta were examined. Each woman was placed in one of eight career pattern groups depending upon her work or study involvement since graduation. The factors which most influenced the career development of the women in the various career patterns were sought. Future career aspirations were also solicited to determine the intent to remain in the physical education profession.

The primary conclusions of the study were based on a self administered survey. They included the identification of perceived positive and negative career decisions and the most important career decisions made by each career pattern group. The influence of thirty-four psychological, lifestyle and work-related factors on the career decisions, was measured and compared. The secondary conclusions were based on experiential information conveyed through interview and open-ended survey questions. They included seventeen career related issues such as the influence of aging, the opportunities for promotion or change, discrimination in physical education careers and the time demands of the career.

To overcome the difficulties which women physical educators indicated experiencing in developing their careers, several recommendations were directed at the physical education profession and toward future research.

Acknowledgement .

The program of graduate studies which preceded and accompanied this thesis would not have reached completion without the continuous support of Dr. Ann Hall. Recognizing that a mature female student with a family and work obligations has unique difficulties and needs, Dr. Hall displayed unlimited patience and provided unending encouragement. Her confidence in the writer and in the significance of the project was sincerely appreciated.

Table of Contents

Chapter	Page
I. THE PROBLEM	1
Introduction	1
Statement of the Problem	3
Objectives of the Study	3
Significance of the Problem	4
Delimitations	6
Limitations	6
II. REVIEW OF SELECTED LITERATURE	7
III. RESEARCH DESIGN	19
Subjects	19
Definitions	22
Instrumentation	22
Procedure	27
IV. RESULTS and DISCUSSION	29
The Work or Study Decision List	30
The Career Decision Influences Ranking. ...	39
The Demographic Questions.	63
The Open Ended Question	66
The Other Questions	67
V. CONCLUSIONS AND IMPLICATIONS	82
Primary Conclusions	82
Secondary Conclusions	86
Implications for the Physical Education Profession	89

Implications for Women	91
Implications for Future Research	91
Bibliography	93
Appendix A	98
Appendix B	109
Appendix C	122

List of Figures

Table 1 - Frequencies of Decisions which Favorably Affected Career	32
Table 2 - Frequencies of Decisions which Unfavorably Affected Career	36
Table 3 - Career Pattern Frequencies	39
Table 4 - Influences Having "No Effect" on Career Decisions	40
Table 5 - Range of Personal Income	43
Table 6 - Crosstabulation of Personal Income and Present Employment	44
Table 7 - Influences Having "Very Important, Positive" Effect	49
Table 8 - Crosstabulation of Influence Rankings of Job Related Factors and Career Patterns	50
Table 9 - Crosstabulation of Influence Rankings of Lifestyle Related Factors and Career Patterns	51
Table 10 - Crosstabulation of Influence Rankings of Psychological Related Factors and Career Patterns	53
Table 11 - Influences Having "Very Important, Negative" Effect	54
Table 12 - Opportunities Not Taken	62
Table 13 - Present Level of Education	65
Table 14 - Present Employment	66

Table 15 - Important Career Decisions68

Table 16 - Future Work or Study Plans70

I. THE PROBLEM

Introduction

At the University of Alberta and other Canadian universities the occasional physical education graduating class has had more females than males. Typically however, men outnumber women and the difference becomes even more pronounced in graduate study programs. It is not surprising then, that the profession of physical education displays a lesser proportion of female physical educators. The imbalance manifests itself at most levels and areas of professional involvement. There are fewer women on university physical education faculties and they are found in lower academic ranks (Hall & Lawson, 1979). It is very rare to find a woman in a university physical education administrative position such as dean or department head. Male university athletic administrators outnumber their female counterparts four to one (Hall, Cameron & Shogan, 1981). In the school systems a female supervisor of physical education is very uncommon. The unbalanced ratio of male to female physical education teachers has become more dramatic and a serious decline in the number of female physical educators in school systems throughout the country has been reported (Hall & Richardson, 1982). Fewer women are hired to fill teaching positions although the student populations to be served are equally male and female (Grover & Ryan, 1980). The lack of female leadership has been documented in

athletic organizations such as the Canadian Intercollegiate Athletic Union (Quigley, 1982). In national sport governing bodies, where a large percentage of the registered members are female, less than one fifth of the board members are women. Likewise, women hold less than 20% of the full time executive director and technical director positions in those sport organizations (Hall & Richardson, 1982). Professional organizations such as the Canadian Association for Health, Physical Education and Recreation have always had, until very recently, an overwhelming preponderance of male leaders.

The dilemma of proportionately fewer women rising to the top of their profession is not exclusive to physical education. Attempts to determine what inhibits achievement and career motivation in women have identified a number of strategies to overcome the phenomenon. (Farmer, 1976) At a time when the nature and degree of women's participation in the labour force is changing dramatically, women are being encouraged to re-examine all aspects of their work involvement. The accumulation of research data is seen as a necessary first step to programs which encourage and improve the effectiveness of working women. In the physical education profession, many capable women appear to make only a short term impact on the profession. Generally, women's careers have not been full time, continuous or long term. To encourage female physical education graduates to extend their professional contribution, it is time to observe the

career experiences of past graduates, to examine how their careers have developed and to acquire insight into the career decisions they have made.

Statement of the Problem

The purpose of this study was to find out why women physical educators made the career decisions they did. It examined the major decisions they had made since graduation, and identified the main factors which had influenced those decisions.

Objectives of the Study

This study was directed toward answering the following research questions:

- a. How do female physical educators view and describe their career decisions?
- b. How do female physical educators perceive that these decisions have affected the development of their careers?
- c. What do they perceive as the most important career decisions which they have made during their careers?
- d. Are there significant differences in the kinds of decisions which women in the different career patterns identify as most important?
- e. To what influences do female physical educators attribute their career decisions?
- f. Are there significant differences in the kinds of

influences which have affected the decisions of women who have experienced different career patterns?

- g. To what extent do female physical educators have career aspirations beyond what they have experienced?

Significance of the Problem

Historically, research about women in the physical education profession has centered on the perceived need to recruit more women into the profession (Britton, 1959; Johanson, 1967) or to retain those who drop-out (Higgin, 1969). This was an issue of particular importance during the 1960s when there was a shortage of women physical educators to meet the needs of the teaching profession. A Canadian study (Hall, 1971) surveyed the need to recruit or retrain female physical educators. It concluded that there were sufficient numbers of female graduates to meet the needs of the profession but failed to comment on the overwhelming youth and inexperience of the majority of the respondents. It revealed the relatively high percentage of women who intended to give up their career in physical education or who remained undecided about future career involvement. Although sufficient numbers of females appear to enter the profession to fill the immediate needs of the labour force, the task now is to encourage all women physical educators to develop their careers more fully.

Since career development requires ongoing career decision-making, it is necessary to discover how and why female physical educators make their career decisions. It is time to encourage effective decision making, based on knowledge, not chance or intuition. Knowledge of the opportunities and options for career fulfillment is needed also. By examining the career decisions of a number of female physical educators who have experienced varying career patterns, this information emerges. Knowledge of the roadblocks to professional attainment is another need. By recording the opinions of women whose career decisions were influenced by a variety of factors, a better understanding of possible constraints to career development results. By drawing from the experience of women who have been involved in careers in physical education the information gained provides a basis for recommendations concerning the career counselling of women and the continuing education or retraining of female physical educators. It also identifies the factors which appear most responsible for limiting the career aspirations of these women and suggests what must be done to remove the barriers to career development in order to encourage more women to make a greater commitment to the profession for which they prepared for at least three years.

Delimitations

1. The study was delimited to female graduates of the physical education program of the University of Alberta between 1953 and 1975.
2. The study was delimited to the information obtained on the questionnaire or recorded during a follow-up interview.

Limitations

1. The conclusions of this study were based on a sample of graduates who were located and who cooperated by responding or by consenting to be interviewed.

II. REVIEW OF SELECTED LITERATURE

Since the 1950s career theorists have focused considerable attention on the developmental nature of people's work. Developmentalists such as Ginzberg (1966) and Super (1957) believed that the selection of an actual career direction was only one of a series of career decisions which an individual would be required to make during a lifetime. It was the on-going sequence of career decisions the individual made which determined how his or her career developed and resulted in that person's career pattern (Kroll, Dinklage, Lee, Morley & Wilson, 1970). Career decisions were thought to begin very early in a child's development and continue until final retirement from the work force (Cole & Hanson, 1975).

Researchers such as Zytowski (1969) have noted that there are distinct differences in the work life and resultant career development of men and women. By examining the varied career patterns of women, theories of women's career development have emerged and conclusions have been drawn. Wolfson (1976), for example, concluded that with the possible exception of a few women who remained single, women's career development did not proceed logically toward a goal. The general consensus was that career decision making was a particularly complex process for women. Harren, Kass, Tinsley and Moreland (1978) believed that it was not that women were less able to make career decisions but that

their gender dictated sex role variables which greatly influenced decisions. The variables were divided into three categories depending upon their origin (Bailyn, 1973): those originating from the professional world; those originating from the family or personal lifestyle of the individual; and those originating from the woman herself.

Consider first how a woman's psychological characteristics can influence her career decision making. By employing an "Assessment of Career Decision Making" (A.C.D.M.) instrument, Moreland (1979) concluded that the decision making process itself required some traits usually categorized as "masculine". To achieve more effective, decision making using "logical, versus emotional strategies" (P.330), he believed that women's sex role self-concepts had to include some qualities which were more frequently associated with the male sex role.

Physical education was classified as a "pioneer" career for women (Crawford, 1978) because of its high activity requirement and its male domination. Are women who enter this non-traditional occupation more likely to possess the non-stereotyped behaviors which Moreland exhorted and apply them to their decision making? Research on the self-perception of female physical educators (Wilson, 1970; Forkey, 1975) indicated that the women were uncomfortable with the "masculine" personality characteristics which were attributed to them and concerned about the negative stereotype associated with these qualities (Griffin, 1973).

Thus, instead of endorsing psychological androgyny and seeing masculine sex role qualities as beneficial, the subjects studied resented the "overt and covert questioning of their sexuality" (Forkey, 1975) and its diminishing effect on their femininity. Refuting Moreland's faith in the male ability to make rational career decisions, Roe and Baruch's (1964) research indicated that both male and female subjects experienced difficulty making rational decisions. They suggested that "many, if not most people do not make decisions but rather chance into them".

Another psychological trait, a woman's level of aspiration, can greatly affect decisions and career development. Mulvey (1963) studied the career patterns of 475 women and concluded that "the work role is more central to woman's existence and more internalized than many writers would contend" (P. 310) and that a woman's level of aspiration was one of the most important factors influencing actual career pattern. There is no evidence of studies which have surveyed the career aspirations of women in physical education.

Other psychological factors thought to influence career decisions included a woman's need for achievement and the degree of salience of the career in her life. The greater the importance of each of these, the more likely a woman was to persist in her career or be more highly committed to it. Higgin (1969) discovered a significant lack of career salience among female physical educators who had dropped out

or intended to drop out of physical education teaching. Many of the subjects indicated that they would prefer some other profession. Similarly, the degree of satisfaction which a career provided influenced the extent the women were motivated further toward that career. Studies which have touched on the job satisfaction of physical educators indicated that women were less satisfied than men (Maloney, 1974) or that there was no significant job satisfaction difference based on sex (Kendall, 1977). Higgin (1969) found that the second most common reason for dropping out was because the women "no longer found teaching physical education challenging or rewarding" (P. 36).

Recently, several schools and faculties of physical education in Canada have demonstrated an interest in the employment experience of their graduates. Some researchers have sought graduate opinions concerning the adequacy of their undergraduate training for the jobs they have obtained (McKirdy, 1976; Van Dromme, Van Dromme & Volet, 1975; Slack, 1980). Other studies have sought specific information regarding graduates' careers. Without reporting the difference between male and female respondents, Slack (1980) examined the employment status of graduates, the degree of satisfaction with that employment and their estimation of career prospects. Soucie and Brodeur (1979) conducted what appears to be the only Canadian investigation of career patterns of physical educators by contacting all graduates of the francophone physical education program at the

University of Ottawa since 1948. Of the 211 respondents, only 25 were female. The career paths described therefore had an overwhelming bias toward the experience of male graduates and cannot be generalized to apply to females. No Canadian research has centered on the career experiences of women. This study is exclusive to females because researchers in the general area of "women and work" have concluded that women's experience related to work is almost totally unique from the experience of men. Career planning by women has been notably absent (Epstein, 1971) and career patterns have varied considerably from the standard male pattern. Researchers believed that there was more commonality of experience among women in various professions than there was with men in the same profession.

The unique characteristics of women's career experiences were considered largely to be the result of external factors which influenced the ways in which they participated in work. Harmon (1978) believed that women were more influenced by sociological factors than by psychological factors when making career decisions. Although there was no proof of the relative strength of the two types of factors, there was considerable agreement and evidence as to the nature of the sociological factors. They could be subdivided into those originating from the woman's personal or family lifestyle and those originating from the woman's work or profession. The former were known to have a great influence on female career decisions.

Whether a woman was married or single, she may have had home obligations which influenced her decisions. They ranged from the care of a parent or spouse to the raising of few or several children. Weil (1961) found that the husband's attitude toward the wife's employment and his acceptance of child care and household chores had a significant influence on a married woman's work participation. Similarly, the children being of pre-school age was considered an inhibiting factor to work plans. In a study of married professional women Paloma (1972) found that thirty-six of her forty-five subjects "interrupted their professions through either part-time employment or a complete cessation of work while the children were young" (P. 191) To avoid role strain resulting from conflicting demands of home and work, these particular subjects compromised in favour of home obligations. "Professional involvement was increased only as the children were deemed to be less in need of constant mothering" (P. 191)

Financial necessity was often cited as a reason that women choose to work outside of the home. Whether as a single person, a sole-support mother or as an additional bread winner for the family, this reason was becoming a common factor which influenced career decisions. Needing a partial, full or improved income could motivate a change in participation. Where an income wasn't a necessity, women cited the desire to be financially self-sufficient or to be able to spend money in the ways they wished, (Kimball, 1978)

as work motivators. The high earning capacity of professional women was discovered by Cook (1976) to have a significant influence on whether they worked or not.

The life cycle of a woman's family was thought to have a greater influence upon her work decisions than her age. Traditionally, there have been two peak participation periods for married women who worked. The first period ended about age twenty-five when childbearing was likely to occur. The second was thought to begin at age thirty-five, approximately, when families were "launched" or capable of being more self-sufficient. However, with more women delaying the birth of their offspring, taking only brief maternity leaves and employing child care alternatives, this two stage theory of work involvement may be obsolete. A number of other sociological factors were suggested in the literature as being influential upon decisions. They included the attitudes of significant others in the woman's life. Attitudes of her social peers, her parents and even her children could direct a woman determining the nature and extent of her career involvement.

The third category of influences considered were those which originated in the professional world. In 1975, Forkey identified a number of job grievances of women physical education teachers. They included "a feeling of powerlessness and lack of control over their working environment" (P. 3487A). Better employment conditions for men than for women in physical education were observed by

Ashcraft (1972). Higgin's (1969) study of female drop-outs from physical education teaching noted that lack of program support and conflicts of opinion with co-workers were two of her subjects prime reasons for leaving the profession. In addition, a few of her subjects were discontented with salaries. There was further indication (Ashcraft, 1972; Hall & Lawson, 1979) that disparities existed between the salaries of men and women physical educators with equal qualifications and rank.

The coaching assignments which school physical educators must handle have increasingly been identified as a cause of job discontent. In his 1979 essay "The Next Decade: Issues for School Physical Educators", Macintosh noted:

that a large part of the interschool coaching force has traditionally been those young physical educators and other teachers recently recruited into the teaching field. After a number of years of coaching, teachers have tended to drop out of coaching opting for less onerous extracurricular responsibilities.

The influence that coaching responsibilities have had on the career decisions of the women physical educators have not been documented. Do these women experience the conflict between coaching responsibilities and lifestyle commitments which Quigley suggested in her 1982 article? Are the "long hours and total involvement sport demands" responsible for the exit of women from the profession?

In the rationale supporting a 1979 resolution, the International Council on Health, Physical Education and

Recreation observed the lack of role models in the profession for girls and young women. The concern of that organization was supported throughout the literature of women and work. In a Canadian study, Baker (1975, P. 1), identified "the presence or absence of suitable role models as a crucial variable in the career aspirations of university women". As applied to physical education, Hall and Lawson(1979) noted that:

"female undergraduates have very few role models if they aspire to an academic career in physical education. If they do, then these "models" are more likely to be older than younger, single than married, and if married, probably with no children."

Considering that the personal qualities and effectiveness of a former physical education teacher have been proven instrumental in recruiting many young women into a career in physical education (Johanson, 1967), the need for varied role models once they are in the profession, appears obvious. It is not just the modeling of potential careers which is deemed influential, but the example of a lifestyle which combines work with family life (Almquist, 1971).

Literature discussing the influence of graduate study upon career decisions was examined also. In a study of female graduates of Canadian universities, Marsden, Harvey and Cherner found that graduate school attendance was a positive contributor to higher occupational attainment. They observed that it was more difficult for women to get into graduate studies, not because of formal admission requirements but because of lack of encouragement or

sponsorship. Closely related to the formal graduate study experiences, were the in-service or certification courses related to the professional's areas of interest. These could have been sponsored by professional organizations, by sport governing bodies or by educational institutions. Macintosh (1982) believed that these kinds of programs will be of increasing importance in the 1980s for the "transmission of new knowledge and techniques in sport and physical education".

One last work related factor which was probed was the problem of time and workload demands of a career in physical education. Wood's (1970) study found that the heavy workload was the most influential reason for male physical education graduates of the University of Alberta to leave the profession. Macintosh's Ontario study noted that women were much more likely to be "multiple coaches" or coaches of three or more inter-school teams than were males. Women in the profession often allude to the burden of having heavier coaching responsibilities than their male counterparts and having fewer people willing to assist their programs.

A final area of literature surveyed was that which suggested improvements to women's career development. There was considerable support for better career counselling of women which would expand their options and aspirations (Oliver, 1974; Astin, 1973; U.S. Women's Bureau, 1973; Eyde, 1970). Other sources suggested that employers must change their rigid attitudes and expectations of female employees

(Hall, 1975; U.S. Women's Bureau, 1973). Also advocated was the reexamination of the current organization of the world of work which makes the participation of women difficult (Safilios-Rothschild, 1972). Variations in traditional working hours through such things as "flextime", job sharing or permanent part-time were suggested also (Daniloff, 1980). A model to be used in university settings to promote the career development of women was also noted. (Ashcraft, 1975). If such approaches were instituted, women might be able to make career decisions based on their abilities, aspirations and values rather than on circumstances.

The strongest plea for change and alteration of the status quo in physical education came from the resolution passed at the 22nd Congress of the International Council on Health, Physical Education and Recreation, in Kiel, West Germany, July 1979:

"Whereas, women are not prominent in leadership roles in health, physical education and recreation, and
Whereas, there is an abundance of role models for boys and young men to emulate, there is a paucity of such models for girls and young women, and
Whereas, there are many women who are competent to assume leadership positions if given the opportunity and thus provide desirable role models for girls and young women;
Be it resolved that women be encouraged and provided opportunities to assume leadership roles and to participate in the decision-making process in health, physical education and recreation."¹

The International Council recognized the need for immediate action. Hall and Richardson (1982) believed that recognition

¹ A.A.H.P.E.R.D., ICHPER States Position on Leadership Roles of Women. Update, Dec. 1979.

of the seriousness of the under-representation of women in Canadian sport and physical education leadership positions has yet to occur in Canada.

The literature reviewed has aided the identification of factors which have contributed to the career decisions, career development and career patterns of women. The studies which pertained to women in general, have confirmed the belief that most women experience unique difficulties in developing their careers. The physical education career studies reviewed have suggested that women in the profession experience additional unique career development difficulties.

III. RESEARCH DESIGN

Subjects

This study attempted to involve all the female graduates of the Faculty of Physical Education at the University of Alberta since the first graduating year of 1953, up to and including the 1975 graduates. Those graduating after 1975 were not included because it was felt that not enough time had elapsed for sufficient participation in a career in physical education to be useful to the study. By means of a recently updated address list all graduates who were thought to be living in Canada were mailed a questionnaire to be self-administered. The 239 potential recipients were residing in five Canadian provinces and the two northern territories. Five of the questionnaires were returned unopened as the address used was incorrect. Five others which had been received by the intended graduates, were returned uncompleted. Another graduate wrote from France that the questionnaire would not be forwarded to her to complete although she would have liked to have participated. It is assumed that all other graduates received the questionnaire. Of the 233 potential respondents, 130 completed and returned the questionnaire as requested for a return rate of 55.8 per cent.

Based on patterns suggested in the literature review (Super, 1957) and each graduate's description of her career experience, the women who responded to the survey were

catergorized into eight career patterns groups.

1. The uninterrupted career pattern in which the subject has been involved in physical education full time since graduation for a minimum of five years with interruptions of less than one year.
2. The short tract career pattern in which the subject has been involved in physical education for fewer than five years, either part-time or full time.
3. The interrupted-returned career pattern, in which the subject has been involved in physical education full time for more than five years but has interrupted that career for more than a year then has returned to full time involvement in the profession.
4. The part-time career pattern in which the subject has been involved in physical education for more than five years but more than half of that involvement has been of a part-time nature.
5. The interrupted-no return career pattern in which the subject has been involved in physical education full time for more than five years but has interrupted that career for more than a year and has no intention of returning to it.
6. The unstable career pattern in which the subject has been in physical education for more than five years but has interrupted her participation for more than one year, more than once.
7. The interrupted-may return career pattern in which the

subject has been involved in physical education full time for more than five years but has interrupted that career for more than a year and is uncertain if she will return to it.

8. The no physical education career pattern in which the subject has experienced no full time employment in physical education since graduation.

After the data were analysed and the percentage of respondents in each group was known, the women to be interviewed were selected from the various career pattern groups. The interviewing, for reasons of economy, was limited to graduates living in and around the greater Edmonton area. Each interviewee had indicated her willingness on the questionnaire to "discuss some of the answers, if asked" (an overwhelming majority of all respondents replied positively to this request.) In order to interview women with a wide range of experience, the selection of those interviewed considered variables in addition to the career pattern experienced. The decade of graduating year was one such variable. The age, marital status and the number of children of each were three further considerations. In total, 10 women were interviewed. Each was considered to be an example of a particular career pattern, and, in several instances, displayed some unique characteristics or decision experiences.

Definitions

CAREER: the profession followed as one's lifework

CAREER DEVELOPMENT: the lifelong sequence of an individual's profession related behavior

CAREER PATTERN: evidence of an individual's career development

CAREER DECISION: the selection of one alternative which will effect the nature or duration of one's profession related behavior

PHYSICAL EDUCATION PROFESSION: the body of people engaged in developing or educating others through the medium of physical activity

A "career", particularly for women, implies more commitment than a "job" and may be composed of a series of jobs or work assignments characterized by a degree of self improvement or developmental progress.

The definitions refer to physical education as a profession because of the formal education prerequisite.

Instrumentation

1. The Pilot Study

A self administered survey, as it was originally devised, was distributed to twelve women who had graduated from physical education degree programs at universities other than the University of Alberta (Toronto, McMaster, Queens and Calgary). They were asked to help the researcher.

clarify instructions particularly those explaining completion of a career map, the original instrument to record past career information in a sequential, time-referenced manner. The critical comments of the pilot respondents led to the removal of the career mapping technique and its replacement with the "Work or Study Decision List". There were two main reasons for this decision:

- a. that the task was so demanding in that form that overall questionnaire return would be threatened.
- b. that rating decisions on a relative scale for favorability or non-favorability was very subjective and would provide little basis for comparison among respondents.

The Work or Study Decision List was then piloted by two women in other professions, one a nurse and the other a psychologist. Both approved its format and recommended its use.

The remaining questions (The Career Decision Influences Ranking, The Demographic Questions, The Triple Entry Questions and The Open Ended Question) were left unchanged after both pilotings.

2. The Survey of the Career Decisions of Women Physical Educators

The self-administered mail questionnaire (Appendix A) was composed of nineteen questions which fit into five

subgroups:

a. The Work or Study Decision List. The format of this question was designed to solicit a chronological account of the respondent's major work or study decisions since graduation. The duration that each decision was in effect was also to be entered, accounting for each year to the present. In addition to the year by year listing, the respondent was asked to rate whether, in retrospect, the decision had had a favourable or unfavourable effect on her career in physical education. A fictitious example preceded the completion space to encourage an accurate understanding of what was required. The purpose of the listing was fourfold: to identify the major decisions each respondent had made and to rate each as favorable or unfavorable to her career in physical education; to provide an overview of the respondent's career required to determine which career pattern she had followed; by requesting identification of the major decisions, to facilitate the answering of two subsequent questions (important decisions and decision influences) and to provide, in years, an accounting of each respondent's work or study participation needed for the completion of a subsequent question.

b. The Career Decision Influences Ranking. This instrument was devised by the researcher based upon a review of the literature concerning the process of decision making and the influences upon those decisions. Thirty-four items were included. Each item focused on a factor from one of the

following categories:

D.M.P. = decision making process

P. = psychological influence

L. = lifestyle influence

W. = work influence

The category symbols are included for identification purposes on the Appendix A copy of the questionnaire but were not present on the actual instrument.

An attempt was made to mix items from the various factor categories to discourage patterned response. A six point Likert-type scale was used to differentiate the strength of the importance of that item on past decisions and the resultant positive or negative effect on the individual's career:

1 = very important, positive

2 = slightly important, positive

3 = no effect

4 = slightly important, negative

5 = very important, negative

6 = not applicable

Subsequently a seventh point - "no response" - was entered where necessary to avoid any missing values.

c. Demographic Questions. Each respondent's age, marital status, number of children, age group of children, personal and family incomes, level of education, present job and geographic category were sought in this series of questions.

d. An Open Ended Question. The final question on the survey

requested "any comments you wish to add about the survey or the topic of women's career decisions" and left a half page of blank space for that purpose.

e. Other Questions. Three questions sought triple entries by the respondent. The first was a judgement of what had been her three most important career decisions. The second was a listing of work or study opportunities which had arisen but were not pursued. The third solicited future work or study plans.

3. The Career Decision Interview.

Each interviewee was asked a core of similar questions. Typically the opening question was what she was doing now. The subject was then asked if she agreed with the career pattern group in which she had been placed. Specific questions were then directed toward the influences which she had ranked as very important in the questionnaire. Elaboration was encouraged concerning these rankings. The subject was then asked which group of influence factors had the most bearing on the career decisions that she had made during her career in physical education, the psychological factors, the lifestyle factors or the work factors. A variety of probing questions specific to her questionnaire answers followed. Two concluding questions asked of all interviewees "If you were entering university again, knowing what you know now, would you take Physical Education as your undergraduate degree?" and "If you had any message for the

physical education profession as far as the welfare of women in the profession is concerned, what would that message be?"

Procedure

1. A computer printout listing the most recent addresses of the female physical education graduates of the University of Alberta from 1953 to 1975 was obtained from the Alumni Association.
2. A numbered self-administered questionnaire and stamped return envelop were sent to each woman currently residing in Canada. The package also contained a cover letter explaining the purpose of the study, assuring anonymity and stressing the importance of each response.
3. To promote anonymity, the master list recording the subjects' names and assigned questionnaire number was filed apart from the returns and consulted solely for the purpose of identifying those graduates who had not responded to the questionnaire. To encourage a higher response rate, reminder cards were mailed to those subjects whose numbered questionnaire had not been returned. A graph charting the number of surveys returned each day was kept to determine when the reminder would be most appropriate. The original mailing occurred March 23, 1982, the reminder followed five and one half weeks later on April 30th, 1982.
4. As the questionnaires were returned, they were edited for correctness and completeness and the uncoded answers

were assigned values for the purpose of data analysis.

5. The respondents who indicated a willingness to be interviewed were grouped according to career pattern. The selected interviewees were contacted by phone and a mutually agreeable time and location was established. The interview was tape recorded.
6. The coded answers from the questionnaire were keypunched onto computer cards and the data were entered into the University of Alberta computer.
7. A series of statistical procedures chosen from the Statistical Package for the Social Sciences, a program for the analysis of this type of data were run.
8. Portions of the taped interviews were transcribed and catalogued according to content. Quotations which shed insight into relevant aspects of the study were included in the final text.

The entire research procedure was spread over a period of seven months. The questionnaire continued to be returned by the graduates as late as four months after the original mailing. The data analysis was performed during July and August on the University of Alberta computer. Respondents to be interviewed were contacted in September and the interviews were completed in October.

IV. RESULTS and DISCUSSION

The results obtained in this study are both quantitative and qualitative. Quantitatively, the demographic information provides insight into the characteristics of the female physical education graduates and their current personal and employment situations. The data also quantify the number of graduates who have followed the various career patterns and the duration of their participation in physical education work or study, either part-time or full time. They identify the variety of decisions which the women have made since their graduation. Qualitatively, the ranking of influences upon career decisions provides the basis for establishing general relationships between the kind of career experienced and the type of factors which influenced development of that particular pattern. The open ended question proved to be a rich source of spontaneous comment on a wide variety of concerns or experiences. Similarly, the interview broadened the response opportunities and yielded a wealth of experiential information.

The results are reported in the same sequence as the research instruments were introduced in Chapter Three. The discussion of the results accompanies each section. The quotations which appear throughout this chapter note the graduating year and career pattern of the woman to whom it is attributed.

1. The Survey of the Career Decisions of Women Physical Educators

The Work or Study Decision List

This question provided a concise account of each respondent's work or study related behavior since graduation. It yielded more than a schooling or employment record. By asking what decisions were made, explanations for non-participation were volunteered. Maternity leave or other leaves of absence, travel, unemployment or employment in other fields were the kinds of entries which occurred on this list. Few of these would have appeared if a record of employment had been requested. By having each respondent account for each calendar year since graduation, there were very few gaps or inconsistencies in the number of years of participation. The consistency was checked by comparing the entries in years to later questions which asked for part-time, full time and no work participation totals in years.

By examining the kinds of career decisions which the women recorded on their Work or Study Decision Lists, it became apparent that women physical educators have applied their training to a very narrow range of jobs. The Table One list of favorable career decisions revealed that only nine of the thirty-three decision categories that the women have made are non-teaching career decisions. They included: part-time physical education consulting (1.1% of the responses); coaching (.9%); work in recreation (5.0%);

research (.2%) and eleven responses or 2.5% classed as "other physical education jobs". Examination of the unfavorable career decisions list (Table Two) revealed only one category, "recreation job", that was a non-teaching application of physical education preparation. These results were remarkably similar to Slack's (1980) examination of the employment status of physical education graduates. He discovered that an overwhelming majority of graduates were employed in teaching, a much smaller segment working in recreation and very few engaged in government sport or private physical education jobs. The application of their physical education preparation to a narrow range of jobs may be accounted for by the opportunities which they perceived as they began their careers:

" . . . I was solely interested in entering phys. ed. and seeing what kind of career opportunities there were and after graduating from phys. ed. I saw how little there were in terms of jobs at that time. I wasn't that impressed with the job opportunities so that steered me toward education"(1974, uninterrupted)²

"I had no concept that sport associations had career possibilities." (1969, short tract)

"I looked around actually very little but any kind of jobs that there were, were things like working at the YWCA which meant evening work, weekend work, fairly low salary, which was not my idea of a career." (1974, uninterrupted)

The career experience of these graduates causes one to wonder how appropriate it is that the 1982-83 information for prospective students to the Bachelor of Physical

²The graduating year and career pattern of each woman quoted will appear throughout this chapter.

TABLE ONE

Frequencies of Decisions which Favorably Affected Career

DECISION	COUNT	PERCENTAGE
teacher training	75	16.9
teach Senior H.S.	61	13.8
teach Junior H.S.	46	10.4
teach Post-secondary	32	7.2
take masters	31	7.0
work in recreation	22	5.0
recreation supervisor	18	4.1
teach p.e. part-time	16	3.6
teach elementary school	14	3.2
part-time activity teaching	13	2.9
teach elementary p.e.	13	2.9
other p.e. job	11	2.5
p.e.job in other country	10	2.3
substitute teaching	10	2.3
take non-p.e. courses	9	2.0
teach in a different school	8	1.8
teach after having a child	5	1.1
become p.e. department head	5	1.1
part-time p.e. consulting	5	1.1
travel	5	1.1
job in a different profession	5	1.1
volunteer work	4	0.9
coaching	4	0.9

take doctorate	4	0.9
run special p.e. program	3	0.7
become p.e. consultant	2	0.5
health education job	2	0.5
return to teaching	2	0.5
no favorable decisions	2	0.5
elementary p.e. consulting	2	0.5
marry, teach in new location	2	0.5
less p.e. teaching	1	0.2
research	1	0.2

Education program at the University of Alberta states:

Four years of study in the B.P.E. program enables students to specialize in sport and games for private and public recreation, such as community centres, the Y.M.C.A. and Y.W.C.A., recreation programs in industry or provincial fitness and recreation programs. ³

Although the program may enable the women to work in the suggested areas, there is very little evidence that they do so.

The respondents were asked to rate each decision they had made as having a favorable or unfavorable effect on their careers. Thirty three different decisions were listed by the women as favorable to their physical education career. Table One lists them in the descending order of their frequency. In total, 443 entries were rated as

³Office of the Registrar, Prospective Students' Handbook.
Edmonton, Alberta: University of Alberta, 1982. P.25.

favorable decisions. The percentage of times a decision was entered as favorable reveals four decisions which were mentioned most frequently. The decision to take teacher training was chosen 75 times as a favorable decision. However, as shown in Table Two it was mentioned ten times as an unfavorable decision. The second most highly rated favorable decision was to teach Senior High School. Only one person stated that it had been an unfavorable decision compared to the 61 who rated it positively. Junior High School teaching was the third most frequently rated (46) favorable decision but 7 times it was mentioned as being unfavorable. Teaching post-secondary physical education received 32 mentions as a favorable decision and 3 as unfavorable. Although none of the favorable decisions received a particularly large percentage of the total responses, it is noteworthy that the four decisions which received the highest number of mentions were all related to teaching. Collectively they represent 48.3% of the graduates responses to the favorable decisions question. Looking further down the list, an additional 20.6% of the responses were teaching related decisions, such as the decisions to teach after having a child or to teach on a part-time basis. In total, 68.9% of the decisions which the women view favorably were those which have involved the graduates in teaching. This result suggested that many of the graduates have, at some point in their careers, been trained as teachers and/or employed in teaching capacities and that

these teaching related decisions were viewed quite favorably by the women. Although comments from several graduates suggested that they did not enter physical education with the intent of becoming teachers, it appears that the majority who sought a career have ended up in some form of public education.

"I was never certain of being a teacher . . . I went into phys. ed. for the love of sport." (1965, interrupted - no return)

"I always was going to teach phys. ed. but it never really hit me what teaching phys. ed. was all about until I was suddenly into student teaching". (1967, uninterrupted)

The most frequently rated unfavorable decision to their physical education career was that of resigning to have a child. However, some women protested that they felt they were better physical educators for having done so and therefore refused to rate it as an "unfavorable decision".

"To my mind, staying home has not had a negative effect on my career. Granted, I am not in the workforce as an active participant, however the experience I'm gaining in the area of child development, school and community administration from the other side of the fence will be invaluable when I resume my active participation in the working world." (1968, interrupted - may return)

". . . . I feel very strongly that being a parent has enhanced and broadened my career in physical education. It has led me into the area of physical education for early childhood and private consulting for recreation teachers." (1969, unstable)

The 273 unfavorable decisions are listed in descending order of frequency in Table Two. The second most frequently rated unfavorable decision was that to take a non-physical education or non-recreation job. It was mentioned 28 times.

TABLE TWO

Frequencies of Decisions which Unfavorably Affected Careers

DECISION	COUNT	PERCENTAGE
resignation to have child	42	15.4
no unfavorable decisions	33	12.1
non p.e. or non-recreation job	28	10.3
to become a homemaker	25	9.2
to take a leave	21	7.7
travel	15	5.5
teacher training	10	3.7
take new career courses	9	3.3
unemployment	9	3.3
relocate with no p.e. involvement	8	2.9
relocate geographically	7	2.6
substitute teach	7	2.6
teach Jr. H.S.	7	2.6
job in other profession	5	1.8
recreation job	5	1.8
work in own business	4	1.5
marry and move	4	1.5
teach elementary school	4	1.5
take non-p.e. masters	4	1.5
p.e. graduate degree	3	1.1
teach special education	3	1.1
become university professor	3	1.1
teach part-time	3	1.1

teach no p.e.	2	0.7
to resume teaching	2	0.7
degree in other profession	2	0.7
non p.e. doctorate	2	0.7
teach in remote area	2	0.7
teach high school	1	0.4
change schools	1	0.4
volunteer job	1	0.4
teach at university part-time	1	0.4

The decision to be a homemaker with no physical education involvement was rated the third most unfavorable. The taking of a leave was the next most frequently mentioned as being unfavorable. In total, thirty-two different decisions were identified as unfavorable to a career in physical education but 33 respondents or 25% indicated that they had made no decisions which were unfavorable to their career. It should be noted that thirteen of the decision categories which were rated as unfavorable to their physical education careers were decisions which took them away from physical education (i.e. to travel, to work in own business) so, by definition, they had to be rated unfavorably.

Many respondents mentioned the difficulty which they experienced with this favorable-unfavorable rating question. Some decisions were considered both favorable and unfavorable to the respondents' careers and others were

thought unfavorable at the time but, in retrospect, were seen as favorable. Although the question requested a retrospective rating, it is apparent that some respondents did not feel comfortable with that judgement. The most significant information that this particular rating system yielded may be that the women made only 61.6% as many unfavorable decisions as favorable ones. In terms of how their careers have developed in physical education, the female graduates believed that good career decisions have outnumbered bad career decisions.

The Work or Study Decision List provided sufficient information to place each respondent in one of the eight career pattern groups. Table Three indicates that the largest percentage of the respondents, 26.2%, were categorized as short tract or as having five years or less participation even though a minimum of seven years had elapsed since graduation. The uninterrupted career pattern was the next most frequent - 23.1% of the women had not interrupted their careers in physical education for more than a year since graduation. The next largest group (10.8%) were those women who had interrupted their careers following at least five years of participation but were still uncertain about future participation. The remaining five career pattern groups contained very similar proportions of the respondents, ranging from 6.2% to 10% of the women.

TABLE THREE
Career Pattern Frequencies

CAREER PATTERN	NO. OF WOMEN	PERCENTAGE
short tract	34	26.2%
uninterrupted	30	23.1%
interrupted - may return	14	10.8
unstable	13	10.0
part-time	12	9.2
interrupted - returned	11	8.5
interrupted - no return	8	6.2
no p.e. full time	8	6.2

The Career Decision Influences Ranking.

According to the respondents' rankings, thirteen of the thirty-four influence factors had had "no effect" on the past career decisions they had made. Table Four lists the frequency of the "no effect" rankings. The two influences which were rated by 50% or more of the cases as not having affected their past decisions were age and the salaries paid to women physical educators. However, in the career decision interviews and the open ended question, both age and salary were influences that were mentioned frequently. In many cases age was seen as a factor upon which future decisions would be based.

TABLE FOUR

Influences Receiving the Largest "No Effect" Rankings

INFLUENCE	NO. OF WOMEN	PERCENTAGE
salaries paid to women in p.e.	66	50.8
age	65	50.0
equal treatment of women in p.e.	55	42.3
income earnable in p.e.	54	41.5
example of other women in p.e.	49	37.7
opportunities for change or promotion	49	37.7
financial necessity	48	36.9
image of female physical educator	47	36.2
attitudes of others to work in p.e.	45	34.6
availability of jobs in p.e.	41	31.5
attitudes toward the role of women	40	30.8
geographic location	39	30.0
hours of work involved in full time career	33	25.4

"I feel that physical education is for the young and for those who have time to put into their career."(1971, short tract)

"The older I get the less interested I am in teaching P.E. It has nothing to do with my physical condition which is excellent, but with boredom and perhaps the amount of time demanded for extracurricular activities."(1965, uninterrupted)

"I didn't leave because I didn't like it. I enjoyed it. I liked coaching, but like most phys. ed.

teachers or women phys. ed. teachers, I probably didn't see it being a long lasting thing. I didn't want to be teaching phys. ed. when I was 56 years old and sort of tottering around the gym." (1969, short tract)

A twenty eight year old respondent didn't believe actual age would be the problem.

"If anything would deter me from phys. ed. in the future, it wouldn't be the fact that I'm getting old and I wouldn't be able to keep up with the girls but the fact that I would want to get into other areas, to try something else." (1974, uninterrupted)

But one who had just stopped teaching P.E. in her fifties admitted:

"In the last five years I switched to using students as examples - somebody who could model fairly decently but it never seemed to be as good as showing what I meant by performing myself, so age definitely was a factor." (1953, uninterrupted)

Another interviewee acknowledged that aging had become an influence recently:

"I don't know when age started to come in . . . in '79 I was 40." (1960, unstable)

Similarly a 35 year old confessed:

"I feel like I am a better teacher now than I have been in previous years. Out there is a certain - - - I don't know whether it is from outside or from within that says 'You know you are getting older and you can't teach phys. ed. forever'." (1967, uninterrupted)

It appears that women who were aging could see age becoming more of an inhibition, and yet examination of the career patterns of those over 35 reveals that 6 remain in the uninterrupted pattern, 5 have returned, 5 are part-timers, 5 are "unstable", 3 may return, 6 won't and the largest number, 14, are of the short tract pattern. Of the 48

respondents over 36 years, 21 or 43% remain somewhat involved in physical education compared to the 43 of the 81 or 53% of the under 35 respondents. These results are encouraging for they suggest that the dropout rate due to age isn't as dramatic as some of the quoted respondents might expect and that the high "no effect" rating is reliable.

Although "salaries paid to women physical educators" was given a large "no effect" response, several of the interviewees mentioned how the more lucrative teaching salaries had directed them toward education:

"At that point in time there was little choice unless you wanted to work for the Y. At that time teaching paid better." (1965, interrupted - no return)

"I saw teaching as being somewhat more secure financially." (1969, short tract)

Regarding salaries, as shown in Table Five the survey revealed that the personal income of almost 50% of the graduates was less than \$15,000 per year. A crosstabulation analysis of present personal income and present employment, (Table Six), reveals the expected relationship between the two variables. Of the 22 respondents having no income, 20 are either "not employed" or "employed in the home". Of those 20 women earning less than \$5,000 a year, 12 work part-time, and four more work in their homes. The 20 earning between \$5,000 and \$15,000 have a variety of jobs. Twenty seven of the thirty-nine women earning \$25,000 to \$35,000 teach, as do eleven of the fourteen of the women earning

TABLE FIVE

Range of Personal Income

INCOME RANGE	NO. OF PERCENTAGE	
	WOMEN	
no income	22	16.9
under \$5000.	20	15.4
\$5000 - \$15,000	20	15.4
\$15,000 - \$25,000	14	10.8
\$25,000 - \$35,000	39	30.0
more than \$35,000	14	10.8
no response	1	0.8

TABLE SIX

Crosstabulation of Personal Income
and Present Employment

	- Personal Income -							no row total
	no income	under 5000	5000 - 15000	15000 - 25000	25000 - 35000	more than 35000	response	
Not employed	13 10.0	1 0.8	1 0.8	0 0.0	1 0.8	0 0.0	0 0.0	16 12.3
Employed in home	7 5.4	4 3.1	1 0.8	0 0.0	0 0.0	0 0.0	0 0.0	12 9.2
All PE in a school	0 0.0	0 0.0	1 0.8	1 0.8	6 4.6	5 3.8	0 0.0	13 10.0
Some PE in a school	0 0.0	0 0.0	3 2.3	1 0.8	19 14.6	3 2.3	0 0.0	26 20.0
No PE in a school	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0	1 0.8
Sub teaching	0 0.0	2 1.5	1 0.8	2 1.5	0 0.0	0 0.0	0 0.0	5 3.8
Post-sec. PE teaching	0 0.0	0 0.0	1 0.8	1 0.8	2 1.5	2 1.5	0 0.0	6 4.6
Rec. direct or sub	0 0.0	0 0.0	0 0.0	0 0.0	2 1.5	0 0.0	0 0.0	2 1.5

Table six continued

	no income	- Personal Income -						no row total
		under 5000	5000 - 15000	15000 - 25000	25000 - 35000	more than 35000	response	
Full in allied field	0 0.0	0	1 0.8	2 1.5	1 0.8	2 1.5	1 0.8	7 5.4
Full not PE or allied	1 0.8	0	2 1.5	3 2.3	4 3.1	1 0.8	0 0.0	11 8.5
Parttime acting teach.	0 0.0	7 5.7	2 1.5	0 0.0	1 0.8	0 0.0	0 0.0	9 6.9
Parttime PE allied	0 0.0	2 1.5	1 0.8	0 0.0	1 0.8	0 0.0	0 0.0	4 3.1
Parttime not PE	0 0.0	3 2.3	4 3.1	2 1.5	1 0.8	0 0.0	0 0.0	10 7.7
Other	1 0.8	1 0.8	2 1.5	2 1.5	2 1.5	0 0.0	0 0.0	8 6.2
Column Total	22 16.9	20 15.4	20 15.4	14 10.8	39 30.0	14 10.8	1 0.8	130 100

CHI SQUARE = 213.52608 with 78 degrees of freedom
SIGNIFICANCE = 0.0000

\$35,000 or more. However, one respondent advised:

"Women who hope to make a lot of money should not enter the field of P.E." (1974, uninterrupted)

Perhaps she should have said "women who want to make the most money in physical education should teach". As the crosstabulation between personal income and career pattern indicates, (Appendix B:12) those who have stayed in physical education and not interrupted their careers are earning the best wages of any of the graduates. As if to validate the large percentage of women who claimed career decisions were not influenced by salary, the rating of a similar item, "the income which you can earn in P.E." was rated by 41.5% of the women as not having had an effect on career decisions. Analysis of women who rated it that way shows that they came almost equally from all career patterns. The chi square significance value of 0.12 was too large to accept that a relationship between the income influence and the career pattern was significant. (Appendix B:3)

The only other influence rated by at least 40% of the women as having "no effect" was "the equal treatment of women in the P.E. profession" (42.3%). Some respondents mentioned this factor in the open-ended question but they were divided about whether the treatment had been equal or unequal.

"At the time I graduated very little encouragement or help was given by the Dean to the women students. Conversely, "connections" were made available to men graduates. I suppose the feeling was - they'll probably just get married and raise a family."
(1953, short tract)

"One question that always seems to come up is: why do most schools have more male P.E. teachers (eg. two females take on the same teaching and coaching loads as four male teachers.) Maybe that's one reason female P.E. teachers retire early or start looking for another career." (1975, uninterrupted)

"Something I have found in "career decisions" is the underlying prejudice against women succeeding in traditionally male domains for example - women in sports broadcasting. It is very difficult to go against the grain." (1972, uninterrupted)

"The career decisions I made in the early 60's were not effected by "womens' " concerns because I was not aware of many inequalities between the sexes that I am now aware of." (1960. short tract)

"I have always approached my career decisions as a person rather than as a woman. If anything, I believe that being a woman has assisted my opportunities rather than hindering them." (1964, uninterrupted)

Finally, one interviewee reported how program inequities resulted in a job change:

". . . . they had transferred me from because I was causing a bit of static there - - - creating an equal demand on the gymnasium for girls time versus boys. This has always been no matter what school or where I've been that the girls always got the short end of the stick and I've always felt that girls, if there were people to put on the program, should have equal time." (1974, interrupted -no return)

Analysis of the career patterns of the women who gave the equal treatment influence a "no effect" rating reveals that the largest percentage by far, (15.4%) emanated from women in the short tract pattern or those with less than five years in the profession. (Appendix B:4) Also noteworthy are the 13 women in the uninterrupted career pattern who felt that they had been influenced positively by this factor just as the 1964 graduate suggested.

Thirteen factors were given "very important, positive" ratings, higher than any other ranking choice. Table Seven identifies, in descending order, those factors which had the most important positive influence on past career decisions. The first six influences which received the highest ratings as being very important are all psychological factors: work importance, personal fulfillment need, confidence in abilities, self reliance, need to achieve, and the support of significant others. Another psychological influence, "career aspirations or ambitions" was given a "very important, positive" ranking by 45 women but a "slightly important, positive" ranking by even more, 48 of the respondents. (Appendix C:Influ17) One woman explained how her aspirations were modified by her sex:

"I feel that the biggest factor affecting my career in physical education was my sex. If I had been male, I'm sure I would have gone into graduate work immediately to the Ph.D. level and become a teacher/researcher at the university level. Instead, I chose to become a wife/homemaker." (1966, interrupted - returned)

When asked what they felt influenced them most in career decisions, the interviewees were divided primarily between the psychological factors and lifestyle factors. Two interviewees could not identify one group as having the most influence since all had had some bearing on past career decisions. When crosstabulations were performed to determine if relationships existed between the three types of influence factors and the career patterns which were experienced by the women, the resultant chi square values

TABLE SEVEN

Influences Receiving the Largest "Very Important, Positive"
Rankings

INFLUENCE	NO. OF WOMEN	PERCENTAGE
importance of work in life	75	57.7
need for personal fulfillment	63	48.5
confidence in abilities	61	46.9
independent and self-reliant character	58	44.6
need to achieve	56	43.1
encouragement of others	56	43.1
health or fitness level	52	40.0
job satisfaction in p.e.	51	39.2
adequacy of training in p.e.	46	35.4
need to be financially independent	40	30.8
attitude of spouse	39	30.8
marriage	33	25.4
family obligations	29	22.3

indicated that the variables were related. Table Eight demonstrates that when the accumulated influence rankings of the eleven job related factors were crosstabulated against career patterns, a chi square of 156.59 with 42 degrees of freedom existed, at a significance level of 0.000. Table Nine indicates that for a similar analysis of accumulated

TABLE EIGHT

Crosstabulation of Influence Rankings
of Job Related Factors and Career Patterns

- Career Pattern -									
	uninter- rupted	short term	inter- rupted return	part time	inter- rupted no return	unstable	interrupt maybe	no p.e. full time	row total
Very nb positive	62 4.3	46 3.2	16 1.1	20 1.4	7 0.5	31 2.2	28 2.0	10 0.7	220 15.4
Slightly nb positive	96 6.7	69 4.8	27 1.9	23 1.6	14 1.0	31 2.2	39 2.7	7 0.5	306 21.4
No effect	87 6.1	140 9.8	37 2.6	42 2.9	32 2.2	34 2.4	62 4.3	32 2.2	466 32.5
Slightly nb negative	42 2.9	29 2.0	17 1.2	16 1.1	5 0.3	20 1.4	7 0.5	9 0.6	145 10.1
Very nb negative	27 1.9	22 1.5	8 0.6	13 0.9	15 1.0	11 0.8	5 0.3	3 0.2	104 7.3
Not applicable	16 1.1	49 3.4	15 1.0	17 1.2	12 0.8	15 1.0	13 0.9	18 1.3	155 10.8
No response	0 0.0	19 1.3	1 0.1	1 0.1	3 0.2	1 0.1	0 0.0	9 0.6	34 2.4
Column total	330 23.1	374 26.2	121 8.5	132 9.2	88 6.2	143 10.0	154 10.8	88 6.2	1430 100.0

CHI SQUARE = 156.59151 with 42 degrees of freedom

SIGNIFICANCE = 0.0000

TABLE NINE
Crosstabulation of Influence Rankings
of Life-Style Related Factors and Career Patterns

- Career Pattern -									
	uninter- rupted	short term	inter- rupted return	part time	inter- rupted no return	unstable	interrupt maybe	no p.e. full time	row total
Very nb positive	46 3.9	75 6.4	7 0.6	24 2.1	8 0.7	15 1.3	49 4.2	12 1.0	236 20.2
Slightly nb positive	47 4.0	45 3.8	26 2.2	15 1.3	10 0.9	21 1.8	19 1.6	3 0.3	186 15.9
No effect	70 6.0	79 6.8	23 2.0	20 1.7	16 1.4	26 2.2	26 2.2	21 1.8	281 24.0
Slightly nb negative	23 2.0	25 2.1	10 0.9	14 1.2	4 0.3	23 2.0	10 0.9	6 0.5	115 9.8
Very nb negative	15 1.3	23 2.0	7 0.6	23 2.0	10 0.9	20 1.7	14 1.2	8 0.7	120 10.3
Not applicable	69 5.9	46 3.9	23 2.0	12 1.0	21 1.8	12 1.0	8 0.7	14 1.2	205 17.5
No response	0 0.0	13 1.1	3 0.3	0 0.0	3 0.3	0 0.0	0 0.0	8 0.7	27 2.3
Column total	270 23.1	306 26.2	99 8.5	108 9.2	72 6.2	117 10.0	126 10.8	72 6.2	1170 100.0

CHI SQUARE = 182.04895 with 42 degrees of freedom

SIGNIFICANCE = 0.0000

lifestyle influence rankings and career pattern the chi square was even higher (182.05) with exactly the same sample and table sizes. The highest chi square (196.59) (Table Ten) value was received by the accumulated psychological influence rankings, again with similar sample and table sizes.

Only one influence, "conflicting demands on time" received as its highest ranking "very important, negative". (Appendix C:Influ7) Twenty-six women indicated that time demands had negatively influenced their decisions. Table Eleven identifies, in descending order, those influences which received the highest "very important, negative" ratings. Of the ten factors listed, only one "job satisfaction in physical education" is a psychological factor. The first, "full time work hours", the fifth, "promotion or change opportunities", the seventh, "jobs availability" and the ninth, "image of the female physical educator" are factors related to the work or profession itself. The remaining five are factors associated with lifestyle: conflicting time demands, children's ages, family obligations, number of children and marriage.

Work and lifestyle factors were commented upon by many respondents as having had a great influence on their career decisions. For example, on the difficulty of combining child rearing with a career in physical education, one respondent stated:

TABLE TEN

Crosstabulation of Influence Rankings
of Psychological Related Factors and Career Patterns

- Career Pattern -									
	uninter- rupted	short term	inter- rupted return	part time	inter- rupted no return	unstable	interrupt maybe	no p.e. full time	row total
Very nb positive	168 10.8	112 7.2	45 2.9	43 2.8	26 1.7	82 5.3	79 5.1	31 2.0	586 37.6
Slightly nb positive	115 7.4	125 8.0	46 2.9	51 3.3	22 1.4	36 2.3	58 3.7	11 0.7	464 29.7
No effect	37 2.4	78 5.0	16 1.0	26 1.7	13 0.8	10 0.6	18 1.2	23 1.5	221 14.2
Slightly nb negative	18 1.2	24 1.5	12 0.8	6 0.4	9 0.6	11 0.7	7 0.4	4 0.3	91 5.8
Very nb negative	6 0.4	29 1.9	1 0.1	5 0.3	13 0.8	6 0.4	0 0.0	7 0.4	67 4.3
Not applicable	16 1.0	21 1.3	11 0.7	10 0.6	10 0.6	9 0.6	5 0.3	10 0.6	92 5.9
No response	0 0.0	19 1.2	1 0.1	3 0.2	3 0.2	2 0.1	1 0.1	10 0.6	39 2.5
Column total	360 23.1	408 26.2	132 8.5	144 9.2	96 6.2	156 10.0	168 10.8	96 6.2	1560 100.0

CHI SQUARE = 196.58733 with 42 degrees of freedom

SIGNIFICANCE = 0.0000

TABLE ELEVEN

Influences Receiving Largest "Very Important, Negative"
Rankings

NEGATIVE INFLUENCES	NO. OF WOMEN	PERCENTAGE
hours of work involved in full time career	28	21.5
conflicting demands on time	26	20.0
age of children	24	18.5
family obligations	22	16.9
opportunities for change or promotion	18	13.8
number of children	12	9.2
availability of jobs in p.e.	12	9.2
job satisfaction in p.e.	11	8.5
image of female physical educator	11	8.5
marriage	10	7.7

"I think it is important that all girls entering this profession realize how difficult it is to enjoy and continue in the area with marriage and family obligations."(1971, interrupted - may return)

". . . . phys. ed. is not a lifelong career. If you like what you are doing you don't want to change but you have to realize that you will have to, you really don't have a choice. I don't think you can have kids and still teach and be good at both of them."(1965, short tract)

Family obligations were thought to vary according to the ages of the children. When the career patterns of the respondents were crosstabulated against the children's ages

a relationship between the variables was evident. Confirming Paloma's (1972) findings, it appeared that most women who had interrupted their careers had preschool age children, more women whose children were school age had returned to their work either on a part-time or full time basis and that more women engaged in an unstable career pattern until their children are grown. (Appendix B:5) This analysis confirms that the career pattern which a woman exemplifies is closely related to the stage of her family's life cycle.

"I decided to find employment in another field other than P.E. as my husband teaches P.E. and with my children 10, 11 and 13, one of us must be at home after school." (1968, part-time)

"I continued working after my first child and found it very difficult to enjoy the coaching aspect (which was once my favorite part of teaching phys. ed.) because of the time required after school hours. My husband is against my returning to teaching until our children are in school but I am afraid I may lose touch with the whole teaching routine if I wait that long." (1971, interrupted - may return)

"Once our youngest is in school I think I could manage employment in an elementary school and still keep things under control at home." (1964, short tract)

Likewise, a chi square significance level of 0.000 suggests that a definite relationship exists between the number of children a woman has and the career pattern she follows. (Appendix B:6) The number of women in the uninterrupted pattern dropped dramatically from 24 who had no children to 6 who had one or more children. If a graduate had two, three or four children, she was most likely in the short tract pattern, although several women with two children were in

the unstable or "may return" patterns. Childless women had lifestyle and work concerns also:

" there are many influences on us to leave the field of P.E. in the teaching profession. Some of these are:

- 1) demands to coach all year round by administration
- 2) weekend hours which are increasing every year with the popularity of tournaments
- 3) need for personal time, which can become non-existent even when one has no children to come home to." (1971, uninterrupted)

The time demands of a career as a physical education teacher were frequently mentioned in the interviews:

"with the long hours, it can become really physically exhausting. It is not only the noon hours and staying late after school for practices but many of your weekends as well and after a few years it really wears you down." (1974, uninterrupted)

"On game nights I was getting home at 7 or 7:30 by the time I picked up my little girl." (1971, interrupted - may return)

"I think I would still take phys. ed.. I enjoyed phys. ed. and I enjoyed what I learned in the p.e. faculty. I might now do something other than go into education - do pharmacy or law - or nursing. I think (in those professions) you could control your time." (1973, short tract)

"I'm single and the demands on my own time aren't as much as somebody that is married with a family. I honestly don't know how those people can continue in phys. ed. and coaching." (1967, uninterrupted)

"Other than maintaining my personal activities and those of my family, I want no more involvement. Part of this may be due to the demands placed on teachers. We burn ourselves out. I'm not sure if this is a male - female problem. It happens to everyone. Perhaps the addition of children within the marriage is a greater problem. A male P.E. teacher (i.e. father) can be away for greater time periods during the day." (1967, interrupted - no return)

From a graduate who had quit physical education and subsequently obtained a law degree:

"Basically, I don't think my problems of burn-out and leaving the profession lie so much in external factors. What was once my hobby became my total life to the exclusion of any social or intellectual life. I was a basket case and am glad I finally found a balance - with P.E. as a hobby." (1971, interrupted - no return)

All of these quotations confirm Wood's (1970) results that the workload, particularly as it is related to time demands, is a primary reason for leaving physical education teaching. However, these results differ from Higgin's (1969) study of female physical education dropouts who cited lack of program support and conflicts with co-workers as being prime reasons for leaving. The difference in these findings may be that in Canada, or Alberta where the majority of these practicing physical educators reside, program and personnel problems are not as prevalent as they are in the Eastern U.S. where Higgin obtained her results. In Alberta, males and females in physical education appear to be bothered more by the heavy workload. Twenty one and one half per cent of the respondents to this study indicated that work hours had had a "very important, negative" influence on their career decisions. A woman who had returned to teach at the college level commented on the work load:

"instead of my job getting easier it is getting more difficult. . . .the job is always escalating. Before, we had one major tournament, it was considered a minor sport. Now there are \$1,000 scholarships so there are two major tournaments. Because of the big scholarship push, now my coaching time has doubled." (1959, interrupted - returned)

Many women mentioned that it was the coaching responsibilities which extended the hours of work demanded by the job:

"The coaching responsibilities expected of a female P.Ed. person in the 1960's and '70's had a great influence on my decision to be a full time mother and not try to teach part-time." (1964, short tract)

"Sometimes the coaching demands so much of your time that there is very little energy left for teaching your classes." (1974, uninterrupted)

"I like teaching but not the coaching field and this is where most of the emphasis and demand is in the schools." (1960, part-time)

One interviewee explained the extent of the demand:

". . . .at our school there was no one who helped. I coached everything - senior volleyball, junior volleyball, senior basketball, junior basketball, gymnastics and track and field. It was too much for one person to handle." (1971, interrupted - may return)

This comment suggests that Macintosh's findings concerning the multiple coaching responsibilities of women might be confirmed by the respondents to this study. Some improvements in coaching load had been detected:

"The recent change in attitude and expectations of physical education teachers, particularly in regard to coaching should have a very positive effect in terms of keeping P.E. teachers working in the field, particularly for women. Hopefully, no more burn-out after three years." (1968, uninterrupted)

Another had seen her successor work out a solution:

"he hired a girl for phys. ed. and he gave all of her coaching jobs out, one to each staff member - - I thought 'why couldn't I have had such a good deal?', then I thought . . . "I never really asked'." (1965, interrupted - no return)

Similarly, a teacher of 13 years noted:

"Some of the new teachers are the most adamant that they are not giving up their spare time for coaching." (1967, uninterrupted)

As Macintosh points out, because of declining enrollments in schools, fewer teachers are being hired. If more experienced women physical educators are trying to lessen their coaching loads and new women aren't being hired or have limited coaching expectations, the question of what will happen to girls and women's sport programs becomes very important.

Concerning Weil's (1961) findings that the husband's attitude toward wife's employment and toward the chore sharing in the home was very influential, several graduates suggested that their career preferences had been realized because of spouse attitudes. One graduate who was in recreation, not teaching reported:

". . . . at times, and then only rarely, has the fact that I have three jobs or careers (worker, wife and mother) been a problem. The fact that I am married to a very supportive fellow who encourages independence as it relates to my work is very helpful." (1967, uninterrupted)

The importance of family support was echoed by a senior high school physical education department head:

"I feel very strongly about the reasons I am where I am and still involved and that's because I have 100% support at home and the nanny situation has given me the freedom I've needed." (1966, interrupted - returned)

The questions ranking the influence of the attitude of the spouse on career decisions revealed that 42.3% of the married women considered that attitude a "very important, positive" influence and 25% said it had been "slightly important, positive". (Appendix C:Influ5)

The opportunities for change or promotion were commented upon by many respondents:

"personally, I find the teaching of phys. ed. a very dead end career. There seem to be no avenues, never mind opportunities for either change or advancement. Perhaps this is especially true in small urban and rural settings." (1969, interrupted - returned)

"I find I am moving away from P.E. as a career path - due to limited opportunities and generally lower salaries." (1974, uninterrupted)

"Once upon a time it was considered more legitimate to have male Department Heads than it was female - - and so the women who did become Department Heads initially probably were the strongest of the strong, so to speak. I sense there is much more openness in that direction now." (1968, short tract)

"I didn't think there was any career advancement for women anyhow. Now I think its virtually unchanged. In physical education the Department Head position is about the only advancement in that area unless you go into administration - - I was bypassed probably six or seven times by far younger men with less experience and probably less knowledge of how the system works." (1953, uninterrupted)

"I never felt that there would be a promotion for me in physical education." (1960, unstable)

These quotations suggest a definite inability amongst the respondents to perceive how their careers might change, particularly through promotion or advancement. The lack of change or advancement opportunities was identified by 18 women as being a "very important, negative" influence on their career. It was the second most frequently identified negative work factor. Do opportunities not exist or do the women not create opportunities for themselves, as is recommended in Smith, Kalvelage & Schmuck's "Women Getting Together and Getting Ahead: Sex Equity in Educational

Leadership"?

The question on opportunities revealed that 43.8% of the graduates indicated that they had encountered no opportunities which they "could have taken but decided not to accept". Of those who did identify opportunities, the three most frequently experienced were: a job in a school system, the opportunity to do masters study, and a post-secondary position. These are all opportunities which could change how a woman participates, as are most of the "career opportunities" listed in Table Twelve. Only three categories of opportunities were of an advancement or promotion nature. The only women who spoke positively about unlimited opportunities in physical education were those who mentioned volunteerism, an unpaid application of their professional preparation. One respondent commented:

"You have neglected the area of volunteer work in your survey There are many opportunities especially in physical education for this, especially if you are not "employed" and have children in various sports activities. Job application forms now include questions related to volunteer experience." (1969, short tract)

Overall, the Decision Influences Ranking Question appeared to verify the literature on what factors are key determinants influencing womens' career decisions. The women physical educators were strongly influenced, initially at least, by psychological factors, but despite the strength of those factors, lifestyle and work factors became increasingly influential in how their careers developed. A total of the rankings which the women gave the thirty-four

TABLE TWELVE
Opportunities Not Taken

OPPORTUNITY	NO. OF RESPONSES	PERCENTAGE
no opportunities not taken	57	32.9
school system job	26	15.0
masters study	19	11.0
to teach post-secondary	16	9.2
to upgrade p.e. qualifications	6	3.5
supervisory or consulting job	6	3.5
to teach an activity	5	2.9
to take a doctorate	4	2.3
several opportunities	4	2.3
to upgrade non-p.e. qualifications	4	2.3
administration job	4	2.3
government job	3	1.7
sport association job	3	1.7
substitute teaching	3	1.7
recreation director job	3	1.7

influences indicated that the graduates believed their careers were influenced positively twice as much as negatively by the various factors. (Appendix B:7)

How the women made their career decisions, by chance or rationally, was also assessed in the Decision Influences Ranking question. When each of these was crosstabulated with

career patterns, no significant relationship was shown to exist between either process used and the career pattern which the women followed. (Appendix B:8a,8b) When asked to rate the influence of each process, the women indicated that "the ability to make rational decisions" had had a more positive influence (77.7%) than chance (38.5%). Chance received a higher (26.9%) "no effect" rating than did the rational approach (8.5%). (Appendix C:Influ21, Influ32) These results appeared to refute Roe and Baruch's belief that chance influenced most people. Similarly, the ratings suggested that the women physical educators did apply a "male sex role attribute" (rational decision making) to their careers. Comparing the ratings of chance and rational decision making was probably inappropriate in this study since they were not opposite ends of the decision making continuum. Even the rational decision making may have had an element of chance in it, such as the jobs which happened to be available at a particular time. A more appropriate influence to have assessed than chance would have been "spontaneous" or "intuitive" decision making. A comparison of that ranking to those of the rational decision making process would have provided a stronger basis for conclusions.

The Demographic Questions.

These questions provided insight into the characteristics, employment situation and work experience of

the respondents. The 130 respondents ranged in age from 28 to 62 years. (Appendix B:9) The mean age was 35.3 years. 23.1% had never married, 63.8% were married when the survey was conducted; 4.6% were separated; 4.6% were divorced and 3.8% were remarried. None were widows. (Appendix B:10) Fifty five or 42.3% of them had no children. The remainder had between 1 and 6 children, the mean number of children being 1.3. Of those who had children 34.6% had all preschool age, 18.6% had some preschool children and some in school, 41.3% had all in school and 5% had children who were all over 18 years of age or "adult children".

Educationally, 54.6% of the women possessed the undergraduate physical education degree. The remainder of the graduates had taken another degree. For 20.8% of the women it was an additional undergraduate degree. For 14.6% it was a masters in physical education and only 2.3% had completed a doctorate in P.E. A masters in another area had been obtained by 6.2% and 1.5% or 2 respondents were doctorates in another area. Finally, the demographic information revealed that 83.7% of the respondents lived in an urban setting and only 16.3% lived rurally.

Table Fourteen presents a view of the employment situation of the 130 graduates. The greatest percentage of women were currently working in a school, teaching some physical education (20%). The next largest percentage (12.3%) was not employed and an additional 8.5% declared themselves employed in the home. Ten per cent were teaching

TABLE THIRTEEN
Highest Level of Education

DEGREES	NO. OF WOMEN	PERCENTAGE
undergrad p.e. degree	71	54.6
two undergrad degrees	27	20.8
masters in p.e.	19	14.6
doctorate in p.e.	3	2.3
other masters	8	6.2
other doctorate	2	1.5

all physical education in a school. In total, 35.4% indicated they were currently employed in some full time teaching capacity. Another 10% indicated they were teaching a physical education area part-time. Almost seven per cent indicated full time involvement in recreation or other work allied to physical education. The mean number of years experienced as a full time worker in a physical education related job was 6.7 years and the range was from zero to twenty-nine years. The mean number of years with no work in physical education was 4.3 and it ranged from zero to twenty four years. (Appendix B:9) Part-time work or study involvement ranged from zero to sixteen years but the mean was only 2.2 years. The present employment question revealed that 41.5% were currently involved full time in physical education or a related field. When the part-time workers

TABLE FOURTEEN
Present Employment

PRESENT EMPLOYMENT	NO. OF WOMEN	PERCENTAGE
teaching some p.e. in a school	26	20.0
not employed	16	12.3
teaching only p.e. in a school	13	10.0
employed in the home	11	8.5
full time work - not p.e. or ally	11	8.5
part-time work - not p.e.	10	7.7
part-time activity teaching	9	6.9
other	9	6.9
full time work in allied field	7	5.4
post-secondary p.e. teaching	6	4.6
substitute teaching	5	3.8
part-time p.e. ally	4	3.1
recreation director or supervisor	2	1.5
teaching no p.e. in a school	1	0.8

were added to the statistics, the total revealed that in the spring of 1982, 51.5% of the women physical education graduates were employed in work related to their undergraduate preparation.

The Open Ended Question

Many of the 130 respondents took advantage of the opportunity to record their comments on the questionnaire.

They often referred to the survey but discussed, in addition, particular aspects of the study. The majority of those comments are integrated into the text throughout this chapter, with identification of the graduating year and career pattern of the speaker.

The Other Questions

Two hundred and eighty six responses were derived from the request to identify the most important career decisions the women physical educators believed they had made. 16.4% of the women who answered the question believed that the decision to have or to raise children was one of the most important decisions affecting how their career in physical education had developed. Graduate study was the decision which 8.7% of the respondents selected as most important. The three other decisions which the respondents selected as important were: to relocate (8%), to marry (7.3%) and to take teacher training (5.9%). Thirty four other decisions were considered the most important by the women who answered the question but none of these was mentioned by more than five per cent of the respondents. The complete list of important decisions which appeared three or more times is found in Table Fifteen. Commenting on important decisions:

" . . . taking P.E. was one of the best decisions I ever made - the other was the choice of husband." (1959, interrupted - returned)

Although resultant percentages in this particular question were too low to generalize what key decisions were most important for women physical educators, the predominance of

TABLE FIFTEEN
Important Career Decisions

DECISION	NO. OF RESPONSES	PERCENTAGE
to have or raise a family	47	16.4
graduate study	25	8.7
to relocate	23	8.0
marriage	21	7.3
to take teacher training	17	5.9
to teach at post-secondary level	12	4.2
to teach Senior H.S.	11	3.8
no important decisions	11	3.8
to leave p.e. or rec work	10	3.5
non-p.e. doctoral studies	10	3.5
to work in recreation	9	3.1
to work in one area of p.e.	9	3.1
to take a part-time p.e. job	8	2.8
to teach elementary school	8	2.8
to teach another subject area	5	1.7
to accept a promotion	5	1.7
to change schools	4	1.4
to be involved in professional organizations	4	1.4
to return to previous work	4	1.4
to be a p.e.consultant	4	1.4
to teach Jr. H.S.	4	1.4

to return to work after childbirth	4	1.4
to teach p.e. at all school levels	3	1.0
to wait for a p.e. job	3	1.0
to work in p.e. in a different country	3	1.0
to work full time in a non-p.e. job	3	1.0

lifestyle factors (i.e. children, marriage, relocation) was noteworthy.

When asked to list "any work or study plans which you have considered for the future", 245 entries were recorded. None received more than eight per cent unanimity and the intent to improve physical education job qualifications was mentioned less often than the intent to study in another area. Those future plans which received three or more mentions are listed, in descending order of frequency in Table Sixteen. Of the 30 categories of responses only one third involved future work or study in physical education. More than half of the plans will take the physical education graduates away from their chosen profession if they are fulfilled.

Table Sixteen concludes the primary information obtained from the survey of the career decisions of the female physical education graduates. The other research instrument was the The Career Decision Interview. In addition to the quotations recorded throughout this chapter,

TABLE SIXTEEN
Future Work or Study Plans

PLANS	NO. OF RESPONSES	PERCENTAGE
to study in another area	19	7.8
to improve p.e. qualifications	16	6.5
no plans	16	6.5
to upgrade other subject area	15	6.1
to teach part-time	12	4.9
to take p.e. masters	12	4.9
to return to teaching	10	4.1
no p.e. plans	9	3.7
leave p.e. work	9	3.7
to teach at post-secondary level	9	3.7
undetermined study	8	3.3
to return to different work	8	3.3
doctoral studies	7	2.9
non p.e. administration	7	2.9
continue present job	6	2.4
a new career	6	2.4
a masters in education	6	2.4
volunteer work	6	2.4
general study	5	2.0
find p.e. job	5	2.0
undecided	5	2.0
elementary teaching	5	2.0
athletic administration	5	2.0

substitute teaching	5	2.0
community sport job	4	1.6
professional sport instructor	4	1.6
non p.e. consulting	4	1.6
teach other subject	4	1.6
write	4	1.6
private p.e. consulting	4	1.6
to seek a promotion	3	1.2

the taped interviews yielded varied comments on several factors which had not received notably high influence ratings. The following are a cross-section of those comments and others written in on the original questionnaire.

The adequacy of your training in physical education.

Although some respondents declared dissatisfaction with their undergraduate training, 35.4% gave this item a very important, positive rating and only 2.3% gave it a high negative rating. (Appendix C:Influ14) Some commented specifically on their undergraduate training:

"I left the U. of A. with my degree and a considerable amount of bitterness about the level of educating being done in our faculty compared to the lofty levels they thought they were doing. . . . I am sure that this anger had some lasting effect on my lack of continuing interest in the field of physical education."(1974, no p.e. career)

"Undergrad P.E. not adequate training for any thorough area (i.e. fitness)". (1967, interrupted - may return)

"I actually came out of University with less confidence in my abilities than when I entered." (1963, no p.e. career)

The majority praised their undergraduate preparation albeit for a variety of reasons. Enjoyment appears to have been a major reason:

"I enjoyed phys. ed. and I enjoyed what I learned in the p.e. faculty." (1972, short tract)

"Personally I never wanted a career in Phys. Ed. I took the degree for personal enjoyment." (1973, short tract)

"I chose to study Physical Education because I enjoyed it and I felt it was an area where I could remain at home and not waste my education." (1967, interrupted - may return)

"With inadequate counselling at the time of my graduation from high school, I feel I may have not chosen the right area. I enjoyed my P.E. program but if looking for a career I would have chosen another field." (1975, short tract)

". . . my original reasons for entering physical education were and remain non-career oriented. (The human body fascinated me. Now it is the mind)" (1975, no p.e. career)

Others felt it prepared them well for the lifestyle they preferred.

"Throughout the years of child-rearing, I cannot overestimate the value provided by my undergraduate degree in Physical Education. Family activities in camps and community provided the richest environment for growth and the practical application of knowledge gained." (1957, short tract)

Some respondents were concerned about the adequacy of their training now or in the future:

"I feel obsolete now because I haven't been involved for seven years." (1974, interrupted - no return)

"I thought I was going to get on staff this year as a physical education teacher and I was apprehensive. It wasn't to do with my physical fitness, it was to do with my not being up to date. I definitely feel that I would have to have had some in-service training." (1960, unstable)

A very experienced teacher admitted:

". . . . if I found I was incompetent in activities I didn't include them in my program. I realized that in some of the areas I was getting out of date." (1953, uninterrupted)

These quotations raise several questions. Do many women enter physical education primarily for reasons other than career preparation? Is the initial choice of physical education as an undergraduate program more closely related to the women's sport involvement and activity enjoyment than to their long range career intentions? Concerning the currentness of their training and the need for obtaining new knowledge, the question of how badly retraining or upgrading opportunities are needed has not been answered by this study. There is some evidence, however, that women who have persisted in the profession or who would like to return to it have continuing education needs.

The example of other women in physical education

In the influence rating question the two most common responses to "example of other women in p.e." were "no effect" (37.7%) or "slightly important, positive" (28.5%). (AppendixC:Influ18) The literature suggested that women enter physical education strongly influenced by role models.

and this study indicated that once graduated from the professional preparation program positive role models were not strongly influential.

"To be honest, I have to look around and I don't see too many that would be my role model. That I would like to say: 'Look, if I stay in this long I want to be like that person'." (1967, uninterrupted)

"I can remember a turning point where I decided that I could excel in phys. ed. (career) but that I didn't want to because of the personnel. . . . my philosophy was different." (1960, unstable)

Your attitudes towards the role of women

Several respondents wrote that their career decisions had been tempered by what they believed were their appropriate roles:

"I want my role as wife and mother to be dominant, therefore I cannot spend the time away from our home. I have definite ideas regarding working (for extras) mothers." (1967, interrupted - no return)

". . . . I have strong feelings about the importance of family and a mother's role. . . . The need for mothers to work in order to have a home and adequate finances, is, to me, destroying marriages and families." (1975, short tract)

Most women in this study indicated that this influence had had "no effect" or a "slightly important, positive" effect on physical education career decisions. (Appendix C:Influ22)

Your attendance at graduate school

In the Work or Study Decision List, the taking of a masters degree program in physical education or another area was mentioned thirty one times as being a favorable

decision. Only three graduates said that physical education graduate study, masters or doctorate, had been an unfavorable career decision. Speaking of the masters program she took in the United States in Applied Behavioral Sciences, one interviewee said:

"The reason I took the masters where I did was because it was intensive for a lump of time. That was a lot easier as a single mother, to have my children taken care of so I could go for two summers in a row to take my masters. It was the program I found out about and I didn't find out about anything else that was comparable." (1960, unstable)

Another graduate found that the graduate programs offered by the University of Alberta Department of Physical Education didn't "fit" well with the three years of work experience she had acquired teaching Junior High School. She learned of the Masters of Education program later and wished she had applied to do study related to physical education in such a program. Considering the large number of female graduates who work in education it may be that the Masters and Doctoral programs in physical education have little appeal to women who have begun a career.

"When I was in phys. ed. the suggestion was to go out and work in the field for two or three years because by then you'll have a better idea of what is going on. When I reapplied for the p.e. masters I hadn't picked a specialty area and they didn't have a lot of room for generalists. I felt that had I gone into a masters right after I felt that grad school, generally speaking, was more geared toward males at that time." (1965, interrupted - no return)

Two additional respondents stated their preferences as far as further education was concerned: "

"I would like to go back to university but I don't want to do something as heavy as a masters degree." (1974, uninterrupted)

"would like to continue my education in a masters degree most likely not in education or P.E. because they limit what you can do." (1975, uninterrupted)

The majority of women who had attended graduate school said it was a positive influence on their physical education career. (Appendix C:Influ25)

Other comments dealt with career related factors which had not been explored in the questionnaire.

Part-time work

Many women saw part-time employment as the answer to their lifestyle and employment conflicts.

"I teach only 50% as it is too demanding to do all P.E. all week. This way I can also do things I enjoy recreation-wise and volunteering; I was also able to build my own house." (1959, interrupted - returned)

"I found phys. ed. was a good part-time career which suited me when my children were small." (1966, short tract)

"I think one very important consideration for keeping experienced and dedicated female P.E. grads working in the field is the concept of job sharing." ((1965, interrupted - no return)

"Having the opportunity to do some part-time at the university and through student teaching has kept me satisfied in my professional endeavors as well as still being able to be at home and being able to do the things I want with my family." (1962, unstable)

These comments confirmed Paloma's findings concerning how some professional women prefer to participate especially while their children are young. Three other women realized that part-time workers were not always welcome.

"Part-time people are definitely not wanted." (1959, part-time)

"There are numerous things that could positively effect women who wish to combine career and family (such as) flexible working hours. I really enjoy working half days now that I have a family but there aren't too many opportunities." (1972, unstable)

"I would have loved to have a part-time job. I would have loved to have gone half-time. I needed it so badly some of those years . . . they weren't allowing part-time teachers." (1953, uninterrupted)

One graduate who had done considerable part-time work mentioned a job satisfaction problem:

". . . sometimes part-time doesn't meet that need of really contributing . . . to me it seems sort of superficial" (1962, unstable)

Hiring practices

The following comments originated primarily from the interviewees when asked what concerns they had regarding the welfare of women in the physical education profession:

". . . My concern would be if schools start to cut staffs down and perhaps hire one physical educator that there might be a tendency to hire the man. I feel strongly that there should be some coed phys. ed. but there should definitely be a women teaching women's phys. ed as far as a role model and those sort of things." (1967, uninterrupted)

"they were hiring men to teach girls phys. ed. . . the explanation that was given to me was that there were no suitable women applicants and I found that really hard to believe because in my class there were a number of people who didn't get jobs . . . " (1974, uninterrupted)

I would certainly feel better if women were taught by women in phys. ed. and coached by women too." (1967, uninterrupted)

"Deciding to resign to raise children certainly puts

you at a disadvantage when you return to your profession. No department head or administrator is particularly anxious to hire an old married woman. They prefer young unmarried grads. They don't think you're capable any more. My job possibilities are limited if I refuse to teach subjects not within the phys. ed. curriculum. One needs a strong minor or (school) principals are not interested in hiring you". (1959, part-time)

The physical energy requirement

The profession of physical education may be unique in terms of the importance which health, fitness level and particularly, physical energy play in determining if women will persist in it. The concensus seemed to be that they had already experienced a drain on their physical energy and wondered how long their other fitness attributes would be able to keep pace with the demands of the job.

"I don't think I would have enough energy to go through those days again with the noonhour activities and the after school coaching then come home to a family." (1965, interrupted - no return)

"Certainly there is a physical demand on you as a p.e. teacher to teach the way I teach. It is physically de demanding and draining. I do find that I get totally exhausted. Right now I am still physically in pretty good shape and I can keep doing these things and I think I am doing as good a job as anybody but I don't know" (1967, uninterrupted)

" . . . it's just so many physical things that you are doing, by the end of five years you almost feel washed out." (1974, uninterrupted)

Maternity leaves

Two women realized that their career development had been seriously curtailed because of employers policies

regarding maternity leave.

"In every case the (maternity) leave of absence took you out of your job, you were replaced by another teacher whereupon you had to find another position." (1953, uninterrupted)

". . . . maternity leave concept (should be) broadened so you don't have to resign - benefits continue for you." (1972, unstable)

Duration of career

The perception that physical education is a short term career was mentioned:

"Somebody should tell girls when they go into phys. ed. or even before they enter that a career in physical education is a five or ten year job." (1971, interrupted - may return)

"I thought very likely I would probably teach the regular five years, then stay home." (1953, uninterrupted)

The fact that the largest percentage of women (26.2%) had followed the short tract pattern explains the basis of this perception but certainly does not justify it.

Career Decisions

Spontaneous comments on the topic of career decisions revealed some specific types of decision situations.

- a. The second career decision.
"Being in mid-thirties, I am in the throes of 'second' career decisions (either re-entering the teaching field, re-educating or remaining at home)." (1967, interrupted - may return)
- b. Family decisions.
"Since 1978, my career decisions have also been family decisions. As a family we have

discussed individual responsibilities within the family and what they would be if "Mom" went to work." (1966, unstable)

c. Personal decisions

". . . .the two most important factors affecting career decisions are personal circumstances as well as personal beliefs and values which I feel are difficult to evaluate as they are so individualized and variable." (1967, short tract)

d. Socially expected decisions

"in that era, you never asked yourself, it was expected - you had children and then you never worked again and that was really my thought. . . . I found that living on an acreage in a small town with these three boys was probably the unhappiest time of my life" (1959, interrupted - returned)

The variety of these comments verified, as do most of the foregoing results, that as the literature suggested, career decision making for women is a very complex process influenced highly by gender contingencies. Women in physical education have their careers complicated further by the unique demands of their type of work. One of the three respondents who had obtained a Doctorate in physical education identified several issues:

"I have a lot of viewpoints on women in physical education. Briefly:

- a) time management
- b) priorities in life
- c) physical energy
- d) fear of losing skill" (1968, uninterrupted)

It seems that the combination of being a woman and a physical educator explains why only half of the women prepared in this profession choose to participate at any one time. It is unfortunate that so few of the graduates can experience the lifelong satisfaction mentioned by the eldest

respondent who, at 62 years of age wrote:

"My life has been very busy and full because of my family and career and I have derived much satisfaction from teaching physical education and coaching and have known and enjoyed working with a multitude of teenagers." (1974, no p.e. career)

V. CONCLUSIONS AND IMPLICATIONS

Primary Conclusions

The primary conclusions of this study are brief responses to the research questions which were posed in Chapter One.

1. How do female physical educators view and describe their career decisions?

The identification and description of their major career decisions did not appear to be a difficult task for the graduates who responded to the survey. As noted in the results, they concisely listed decisions which had changed their work or study participation. The wide range of decision categories, as seen in Tables One and Two of Chapter Four, demonstrated the variety of career decisions which the graduates have made. It could be concluded, from Table One that many (68.9%) of the women's positive career decisions were closely linked to teaching and from Table Two that many negative decisions were linked to changes in their lifestyles. Many women indicated in the open ended question that they enjoyed completing the Work or Study Decision List and seeing for themselves, in retrospect, where major changes in their careers had occurred.

2. How do female physical educators perceive that these decisions have affected the development of their careers?

The women believed that favorable career decisions (443) had outnumbered unfavorable ones (273). Twenty five per cent of the women believed that all their career decisions have had favorable effects on their career development. Most of the decisions viewed as favorable to career development were ones associated with the teaching of physical education. Of the women who acknowledged making unfavorable decisions, those identified were primarily ones that changed their lifestyle, such as having a child, or that changed how they participated in their work, such as teaching part-time.

3. What do they perceive as the most important career decisions which they have made during their careers?

The decisions identified by the respondents of this study as "the most important" were very diverse. Only one was selected by more than 15% of the graduates, "to have or raise a family". It, relocation and marriage were the lifestyle decisions which were considered most important. Graduate study, teacher training and the type of teaching selected, were the work or study decisions considered the most important ones they had made during their careers.

4. Are there significant differences in the kinds of decisions which women in the different career patterns identify as most important?

The most important decision identified by the women physical education graduates, "to have or raise a family", was chosen by women in all the career patterns except those in the uninterrupted pattern, most of whom had not made that particular decision. (Appendix B:11) They identified the decision "to take teacher training" more often than any other. The decision to teach post secondary physical education was also identified by them far more often than by any other career pattern. "Relocation" decisions were selected as most important by a relatively even distribution of women in every career pattern. "Marriage" was picked most noticeably by women in the short tract pattern. The small percentages of women who identified similar decisions as most important, prevent this research from concluding that there are significant differences. It can only conclude that there appear to be differences in what women in each pattern consider their most important career decisions.

5. To what influences do female physical educators attribute their career decisions?

Most women physical educators rated psychological influences as being most influential on their career decisions. (Table Seven) Factors such as work importance, need for fulfillment, confidence in own abilities, independent and self-reliant character, need to achieve and the encouragement of others received

"very important, positive" rankings from large percentages of the women. After these six psychological influences, two positive job related influences and a number of positive lifestyle factors were named most often. Negative influences to career decision making were identified much less frequently, and were composed almost entirely of job and lifestyle related factors. The conclusion drawn from this information might be that women physical educators decide how they will participate in physical education based primarily on their psychological needs. Indeed, the need for personal fulfillment was ranked very highly by almost half of the women. In the experiential information, many women indicated that they were not achieving personal fulfillment in the physical education profession and had chosen to seek it elsewhere. The information on factors influencing career decisions suggests that if psychological needs such as the need to achieve or the need for job satisfaction were being met more satisfactorily in physical education, negative influencing factors such as the hours of work involved or the family obligations might be accepted or resolved.

6. Are there significant differences in the kinds of influences which have affected the decisions of women who have experienced different career patterns?

Comparison of the chi square scores which resulted when the cumulative ratings of psychological factors, work

factors and lifestyle factors were each crosstabulated with career patterns (Tables Eight, Nine and Ten) indicated that there were differences in the strength of the relationships which each had with career patterns. Psychological factors (chi square = 196.59) appeared to have the strongest relationship with career pattern. Lifestyle factors (chi square = 182.05) follow closely in strength. Work or study influence factors (chi square = 156.59) appeared to have the weakest relationship with the various career patterns.

7. To what extent do female physical educators have career aspirations beyond what they have experienced?

The response to the future work or study plans question indicated that, on the average, each graduate had almost two plans but that 40% of these future career interests were not related to physical education. From these results it may be concluded that although 114 of the women have career aspirations, the career development they would further would not necessarily be in the physical education profession.

Secondary Conclusions

Other conclusions, although not statistically substantiated, were based on the experiences the women related through the questions and interviews and were

supported somewhat by the data. Several of these appeared to be unique to women in physical education:

1. The time demands of coaching are viewed as a major disadvantage to continuing in the physical education profession.
2. The idea that you cannot be "older" and be a female physical educator is widespread but is being challenged by an increasing number of women now in their late 30's and 40's who continue their association with their profession.
3. The female graduates generally do not feel that the development of their careers has been handicapped by unequal treatment in the profession.
4. The physical energy and physical skills demanded of a physical educator are perceived as two job requirements which are harder to fulfill, the longer one stays in the profession.
5. Opportunities for change or promotion in physical education either do not exist for women or their existence is not recognized generally by female physical educators.

Other conclusions which originated with the women physical educators would likely be characteristic also of other women:

1. Having children is the major obstacle to physical education career development for women, particularly if an uninterrupted career pattern is intended.
2. Female graduates of physical education professional programs are highly likely to end up in some teaching

capacity.

3. The physical education undergraduate preparation is appreciated by most female graduates even if they don't apply it to a lifelong career.

4. The largest group of women stay involved in physical education for less than five years after graduation.

Approximately half of the graduates will remain connected with the profession by means of a variety of participation patterns.

5. The "older" participating women have either not been recognized as role models or do not portray a model which the younger women graduates can identify with.

6. Financial reimbursement is not a strong motivator for career development in physical education.

7. The most influential work factor keeping the women involved in physical education is the job satisfaction.

8. Part-time physical education opportunities are highly desired but difficult to find.

9. The number of children a graduate has will influence the way she participates in a physical education career.

10. The support of a spouse and the encouragement of others can strongly influence how the woman develops her career in physical education.

11. Women physical educators generally believe that they use a rational, logical decision making process when making career decisions.

12. The women graduates have the need for further education

in physical education to enable them to continue in the profession effectively; to return to the profession after an absence or to develop their careers through graduate study.

13. The relocation of a spouse to accomodate his career can have considerable influence on the career decisions of a woman graduate.

The substantiated and unsubstantiated conclusions of this study have three major types of implications:

Implications for the Physical Education Profession

To encourage women physical educators to develop their careers more fully many actions might be taken. They include:

- a. -making graduates more cognizant of realistic job opportunities before entry into the undergraduate program; upon graduation, and throughout their careers. The encouragement might occur by publicizing the example of older women physical educators who have experienced a variety of lifestyles and have combined them with various career patterns. Male role models, demonstrating the kinds of work some men have pursued in physical education (if comparable female models do not exist) might also be valuable to expand awareness of job possibilities.
- b. -diminishing the attrition rate which the heavy

- coaching loads of women appear to encourage. The profession should examine the coaching expectations of women and determine if they are appropriate, particularly of women who trained to be teachers, not coaches.
- c. -encouraging employers of women physical educators to create part-time opportunities by demonstrating how such arrangements could be established and benefit both the employers and employees.
 - d. -suggesting to women physical educators how physical exhaustion, career boredom and skill loss problems might be avoided by publicizing time and work management theories, career variations and certification opportunities.
 - e. -improving the formal (graduate study) and informal (retraining) opportunities for continuing education in physical education; creating greater awareness of these opportunities and assuring that they are compatible with the limitations which women's lifestyles impose upon them.
 - f. -creating policies which firmly oppose discriminatory hiring practices in physical education based on age or sex.
 - g. -publicizing evidence that physical education is not a short tract career for most women.
 - h. -publicizing evidence that personally and financially rewarding careers are available for

female physical educators outside the teaching domain.

- i. -providing supportive networks for women physical educators to encourage their career development and assist their career decisions.

Implications for Women

To assist women physical educators overcome the apparent roadblocks to career continuation and development the following actions which would favorably affect the career aspirations of all women, are suggested:

- a. -creating awareness of the variety of ways lifestyle and career conflicts can be resolved if a woman wants to stay involved in her career.
- b. -encouraging favorable attitudes amongst spouses and significant others which support women's career decisions whatever direction they may take.
- c. -assuring that appropriate child care is available for women who wish to pursue their careers, regardless of the ages of the children and the number of children a woman has.

Implications for Future Research

Each of the seventeen conclusions which were not firmly substantiated by this study could warrant further

investigation. Particularly urgent is research in the following areas:

- a. -the coaching loads of female physical educators and their compatibility with women's lifestyle preferences.
- b. - determination of the further education needs of women physical educators and the compatibility of the educational opportunities with women's lifestyle preferences.

It is hoped that this study has substantiated the premise that women physical educators experience unique difficulties in developing their careers. Such problems require unique solutions, if women are to have a greater presence in the profession and are to assume more leadership roles.

Bibliography

- Almquist, Elizabeth M. and Angrist, Shirley S. "Role Model Influences on College Women's Career Aspirations". Merrill-Palmer Quarterly of Behavior and Development 17: 263-279, July 1971.
- Aschcraft, R.J. "Comparison of Employment Status of Men and Women Physical Educators in Four Year Public Colleges and Universities". Masters Thesis, University of Iowa, 1972.
- Ashcraft, Camille W. "A Career Development Model in a University Setting" in R.C. Raerdon and H.D. Burck (eds.) Facilitating Career Development. Springfield, Illinois: Charles C. Thomas, 1975.
- Astin, Helen S. and Bisconti, Ann S. Career plans of college graduates of 1965 and 1970. Bethlehem, Pa.: The CPC Foundation, Report #2, 1973.
- Baker, Maureen. "Role Models and Career Decisions: The Case of University Women". A paper presented at the Conference: Women's Studies in Higher Education. University of Calgary, 1975.
- Britton, Pearl E. "A Study of the Supply of and Demand for Certified Women Teachers of Health and/or Physical Education in the State of New York". Doctoral dissertation, The University of Buffalo, 1959.
- Cammaert, Lorna P. and Larsen, Carolyn C. A Women's Choice : A Guide to Decision Making. Champaign, Illinois: Research Press Company, 1979.
- Cole, Nancy S. and Hanson, Gary R. "Impact of Interest Inventories on Career Choice". National Institute of Education Report: Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D.C.: U.S. Government Printing Office, 1975.
- Cook, Gail C.A. (Ed.) Opportunity for Choice: A goal for women in Canada. Ottawa, Ontario: Statistics Canada, 1976.
- Crawford, Jim D. "Career Development and Career Choice in pioneer and traditional women". Journal of Vocational Behavior 12: 129-139, April 1978.
- Daniloff, Ruth "Workplace changing for women". Washington Post Magazine reprinted in the Edmonton Journal, May 10;

1980.

- Epstein, C.F. Woman's place: Options and limits in professional careers. Los Angeles, California: University of California Press, 1976.
- Eyde, L.D. "Eliminating barriers to career development of Women". Personnel and Guidance Journal , 49; 24-27, 1970.
- Farmer, Helen S. "What Inhibits Achievement and Career Motivation in Women?" The Counseling Psychologist , 6:#2, 12-15, 1976.
- Forkey, H.B. "Issues and Concerns of the Female Physical Education Teacher". Masters Thesis, Union Graduate School, 1975.
- Ginzberg, Eli Life Styles of Educated Women. New York: Columbia University Press, 1966.
- Griffin, Patricia S. "What's a Nice Girl Like You Doing in a Profession Like This". Quest, Monograph 19, Jan. 1973.
- Grover, Wendae and Ryan, Doreen "Women Physical Educators in Junior High Schools". Unpublished report prepared for the Health and Physical Education Council of the Alberta Teachers Association. Edmonton, Alberta: March, 1980.
- Hall, Ann "Annual Report: Recruitment, Retention and Recall Committee". University Women's Physical Education Committee of the Canadian Association of Health, Physical Education and Recreation. June, 1971.
- Hall, M. Ann and Lawson, Patricia A. "Womansport: Implications of the Changing Roles of Women". Position paper written for the Second National Conference of the Canadian Council of University Physical Education Administrators, Brock University, May 9 - 12, 1979.
- Hall, M. Ann and Richardson, Dorothy A. Fair Ball: Towards Sex Equality in Canadian Sport. Ottawa, Ontario: The Canadian Advisory Council on the Status of Women, 1982.
- Hall, Douglas T. "Pressures from Work, Self and Home in the Life Stages of Married Women". Journal of Vocational Behavior 6: 121-132, 1975.
- Harmon, Lenore W. "Career Counseling for Women" in Career Development and Counseling of Women L. Sunny Hansen and Rita S. Rapoza (Eds.) Springfield, Illinois: Charles C. Thomas, 1978.
- Harren, V.A., Kass, R.A., Tinsley, H.E.A. and Moreland, J.R.

"Influence of sex role attitudes and cognitive styles on career decision making". Journal of Counseling Psychology 25: 390-398, 1978.

Higgin, Janet O. "A Study of the Factors Related to Teacher Drop-Out Among Female Physical Education Teachers". Masters Thesis, Smith College, 1969.

Johanson, Alva J. "Factors Related to Career Choice by Women Physical Education Majors and Implications for Early Recruitment". Doctoral Dissertation, University of Southern California, 1967.

Kendall, Thomas J. "Job Satisfaction of Physical Education Teachers in the Edmonton School Systems". Masters Thesis, University of Alberta. 1977.

Kimball, Meredith M. "Returning to Work or School: Women's Career Decisions". A paper presented at the Canadian Research Institute for The Advancement of Women meetings, Quebec City, November, 1978.

Lindner, Koenraad "Evaluation of the Activities Component of the B.P.E. Program by Graduates of the University of Manitoba". n.p., n.d.

Kroll, A.M., Dinklage, L.B., Lee, J., Morley, E.D. and Wilson, E.H. Career Development: Growth and Crisis. New York: John Wiley & Sons, 1970.

Macintosh, Donald "The Next Decade: Issues for School Physical Educators". Runner: The Quarterly Journal of the Health and Physical Education Council of the Alberta Teachers Association 20:#3, Fall 1982.

Maloney, T.L. "Job Satisfaction Among Physical Educators in Canadian Universities". Doctoral dissertation, University of Alberta, 1974.

Marsden, Lorna, Harvey, Edward and Charner, Ivan. "Female Graduates: their occupational mobility and attainments". n.p., n.d.

McKirdy, Sheila "Graduate reactions to needs and trends in the physical activities component of physical education". Journal of the Canadian Association for Health, Physical Education and Recreation 43:#2, Nov. - Dec. 1976.

Moreland, John R. "Sex role self-concept and career decision making". Journal of Counseling Psychology 26 (4):July 1979.

Mulvey, M.C. "Psychological and Sociological factors in

prediction of career patterns for women". Genetic Psychological Monographs 68: 309-386, 1963.

Oliver, Laurel W. "Women's Work Motivation". Journal of Vocational Behavior 4-5: 1974.

Paloma, Margaret M. "Role Conflict and the Married Professional Woman" in Constanina Safilios-Rothschild (Ed.) Toward a Sociology of Women. New York: John Wiley and Sons, 1972.

Plotsky, Francis A. and Goad, Rosemary "Encouraging women through a career conference". Personnel and Guidance Journal 52(7): 486-488, 1974.

Quigley, Therese "Where Have All The Women Gone?" Unpublished paper prepared for P.E.502, University of Alberta. Edmonton, Alberta: 1982.

Slack, Trevor "The Employment Status of Physical Education and Recreation Graduates and the Perceived Value of Their Undergraduate Training". Journal of the Canadian Association of Health, Physical Education and Recreation July - August, 1980.

Smith, Mary Ann, Kalvelage, Joan and Schmuck, Patricia A. Women Getting Together and Getting Ahead: Sex Equity in Educational Leadership. Newton, Mass.: U.S. Department of Health, Education and Welfare, n.d.

Soucie, Daniel and Brodeur, Andre "Le Profile de Carriere des Diplomes en Education Physique a L'Universite D'Ottawa (1948-1975)". Journal of the Canadian Association of Health, Physical Education and Recreation. March - April, 1979.

Van Dromme, Huguette, Van Dromme, Leo et Volet, Yvette "Adequation de la formation recue au monde du travail, etude apres des diplomes universitaires du module Education Physique (1971 - 1975) de l'universite du Quebec a Montreal", Montreal, 1975.

Vetter, Louise "The Majority Minority: American Women and Careers" in J. Steven Picou and Robert E. Campbell (Eds.) Career Behavior of Special Groups. Columbus, Ohio: Merrill Publishing Co., 1975.

Weil, M.W. "An Analysis of the Factors influencing married women's actual or planned work participation". American Sociological Review 26: 91-96. 1961.

Wolfson, Karen P. "Career Development Patterns of College Women". Journal of Counseling Psychology 23:119-125 March, 1976.

Wilson, Beverly Dawn "Self-Perception and Peer Perception of a Group of College Women Physical Educators". Doctoral dissertation, Ohio State University, 1970.

Women's Bureau. Careers for women in the seventies. Washington, D.C., Employment Standards Administration, 1973.

Wood, Lorne "Reasons for and Incidence of Male Graduates of the University of Alberta leaving the field of Physical Education". Masters thesis, University of Alberta, 1970.

Zytowski, D.G. "Toward a theory of career development for women". Personnel and Guidance Journal 47: 660-664, 1969.

Appendix A

- 1) Cover letter which accompanied survey.
- 2) The Survey of the Career Decisions of Women Physical Educators.

7606 - 149 Street
Edmonton, Alberta
T5R 1A9

March, 1982

Dear

I am seeking your cooperation in a research project. As part of a Masters thesis and for the information of the Faculty of Physical Education at the University of Alberta, I am contacting female graduates in order to examine the work and study decisions which they have made since graduation. The long range purpose of the study is to encourage women trained in physical education to develop their careers more fully. I would be very grateful if you would help by completing the enclosed questionnaire and return it in the attached addressed and prestamped envelope. At first glance it may look rather extensive, but in actual fact it is relatively simple to answer and should not take too much of your time. Hopefully, you will find it somewhat more interesting and less frustrating than that other printed form circulating at the moment - your income tax return!

Since I am interested in many things about you and your experiences, the information you provide will remain strictly anonymous if that is your preference. If, however, you would be willing to discuss your answers so I might obtain further insight into the decisions of female physical educators, I would appreciate being able to talk to you at a mutually agreeable time. Please indicate your willingness at the bottom of the completed questionnaire.

May I assure you of the importance of your information to this project. You are one of a representative sample of female physical education graduates chosen from alumni records and your individual experience is important if I am to get a comprehensive picture. I, myself, have been a physical education teacher, consultant and lecturer and have experienced the difficulty of continuing to work in physical education while raising a family. Also, I have observed the relatively short work life of many women in physical education. At a time when more women would like to remain in the labour force or return to it, it may be possible to suggest ways that the physical education profession can encourage the careers of its women graduates.

If you choose to participate in this project I will be extremely grateful. If you have any questions concerning the completion of the questionnaire you may call me at 487-4139. Should you decide not to respond to the questions I would still appreciate having the questionnaire returned.

Thank you very much for your consideration.

Sincerely,

Pat Brand



DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF PHYSICAL EDUCATION AND RECREATION
THE UNIVERSITY OF ALBERTA, EDMONTON, CANADA T6G 2H9

SURVEY OF THE CAREER DECISIONS OF WOMEN PHYSICAL EDUCATORS

Please note that questions appear on both sides of each page.
Please disregard the typed numbers in the answer spaces.

PART ONE

In this section I need to know the work and study decisions you have made and your view of their importance. Please study the following example. In it, a 1972 graduate has listed the major work and study decisions which she has made since graduation. She has recorded the number of years each decision was in effect and has indicated if she thought that the decision had a favourable or unfavourable effect on her career in physical education.

CALENDAR YEARS	WORK OR STUDY DECISION	DURATION THE DECISION WAS IN EFFECT	FAVOURABLE	UNFAV- OURABLE
EXAMPLE:				
1972-73	TO TAKE TEACHER TRAINING	1 YEAR	✓	
1973-77	TO TEACH IN A JR. H.S.	4 YEARS	✓	
1975	TO RESIGN JOB TO HAVE A CHILD	3/4 YEAR		✓
1979	TO TAKE A MASTER'S PROGRAM, PART-TIME	1 YEAR	✓	
1980-82	TO WORK AS A HOMEMAKER WITH NO PHYSICAL EDUCATION INVOLVEMENT	2 YEARS		✓

- 2 -

Q1 Following the format of the example, please list the major decisions which you have made concerning your work or study since graduation. Begin by indicating what you decided to do immediately after receiving your undergraduate degree and continue to the present, accounting for every year. Please rate, by checking the appropriate column, if, in retrospect, the decision had a favourable or unfavourable effect on your career in physical education.

YOUR ENTRIES:

[illegible]

- 3 -

Ref.

1	2	3
---	---	---

Card No. 2

Q2 What, in order of importance, have been the three most important decisions which have affected the way your career in physical education has developed, either favourably or unfavourably?

- i. _____ 7,8
- ii. _____ 9,10
- iii. _____ 11,12

Q3 Have there been any work or study opportunities in physical education which you could have taken but decided not to accept? Please list.

- _____ 13,14
- _____ 15,16
- _____ 17,18
- _____

Q4 Now, could you tell me of any work or study plans which you have considered for the future. Please include any goals which you think you would like to achieve.

- _____ 19,20
- _____
- _____ 21,22
- _____
- _____ 23,24
- _____

- 4 -

PART TWO

The next question tells me the degree to which your past decisions have been influenced, either positively or negatively, by a variety of factors.

Q5 You are asked to rank the influence of each of the following factors, generally, on the work and study decisions you have made by entering a number from 1 to 6 in the box to the right of each item.

VERY IMPORTANT, POSITIVE = 1 SLIGHTLY IMPORTANT, POSITIVE = 2
NO EFFECT = 3 SLIGHTLY IMPORTANT, NEGATIVE = 4 VERY IMPORTANT,
NEGATIVE = 5 NOT APPLICABLE = 6

The availability of jobs in physical education	(W)	07
Your age	(L)	08
Confidence in your abilities	(P)	09
The level of income which you can earn in P.E.	(W)	10
The attitude of your spouse	(P)	11
The importance of your work in your life	(P)	12
Conflicting demands on your time	(L)	13
Opportunities for change or promotion in P.E.	(W)	14
Marriage	(L)	15
Salaries paid to women physical educators	(W)	16
Your need to achieve something	(P)	17
The job satisfaction which you have experienced in P.E.	(P)	18
Family obligations	(L)	19
The adequacy of your training in P.E.	(W)	20
Financial necessity	(L)	21
The number of children you have	(L)	22
Your career aspirations or ambitions	(P)	23

- 5 -

VERY IMPORTANT, POSITIVE = 1 SLIGHTLY IMPORTANT, POSITIVE = 2
 NO EFFECT = 3 SLIGHTLY IMPORTANT, NEGATIVE = 4 VERY IMPORTANT,
 NEGATIVE = 5 NOT APPLICABLE = 6

The example of other women in physical education	(W)	24
Your independent and self-reliant character	(P)	25
Your health or fitness level	(L)	26
Chance	(DMP)	27
Your attitudes toward the role of women	(P)	28
The hours of work involved in a full-time career	(W)	29
The age of your children	(L)	30
Your attendance at graduate school	(W)	31
The attitudes of others toward your work in P.E.	(P)	32
Your geographic location	(L)	33
Your need for personal fulfillment	(P)	34
The equal treatment of women in the P.E. profession	(W)	35
In-service training or certification received since graduation	(W)	36
Your need to be financially independent	(P)	37
Your ability to make rational, logical career decisions	(DMP)	38
The encouragement and support of others in your life	(P)	39
The image of the female physical educator	(W)	40

- 6 -

PART THREE

This section tells me more about you so I can see how the decisions of different types of graduates compare. As with all other information obtained, your answers will be kept strictly confidential and be used only to further the research analysis.

For each of the following questions, please place your response in the box provided.

Q6 What was your year of graduation from the University of Alberta physical education program?

		42	43
--	--	----	----

Q7 What is your age?

44	45
----	----

Q8 How many children do you have?

46

By referring to your list of work and study decisions which you recorded in question one, please enter the appropriate response in the box provided.

Q9 What is the total number of years since graduation that you have been involved in physical education on a full-time basis (either work of study)?

47	48
----	----

Q10 What is the total number of years since graduation that you have been involved in physical education on a part-time basis (either work or study)?

49	50
----	----

Q11 What is the total number of years since graduation that you have had no work or study involvement in physical education?

51	52
----	----

- 7 -

Each of the following questions requires that you put an "X" in the box which best describes you and your situation.

Q12 What is your marital status?

1. never married

☐

(53)

2. married

☐

3. widowed

☐

4. separated

☐

5. divorced

☐

6. remarried

☐

Q13 What are the ages of your children?

1. no children

☐

(54)

2. all are preschool age

☐

3. some are preschool age and some go to school

☐

4. all are school age at least

☐

5. all are over 18 years

☐

Q14 What is the present range of your family income?

1. not applicable

☐

(55)

2. less than 15,000 per year

☐

3. 15,000 - 35,000 per year

☐

4. 35,000 - 50,000 per year

☐

5. more than 50,000 per year

☐

Q15 What is your personal income at present?

1. no income

☐

(56)

2. less than \$5,000

☐

3. 5,000 - 15,000 per year

☐

4. 15,000 - 25,000 per year

☐

5. 25,000 - 35,000 per year

☐

6. more than 35,000 per year

☐

- 8 -

Q16 What best describes your present employment situation?

1. not employed
2. employed in the home
3. teaching P.E. and no other subject in school system
4. teaching some P.E. in a school system
5. teaching in a school system but teaching no P.E.
6. substitute teaching
7. teaching P.E. in a college or university
8. working full-time as a Physical Education Director
or Program Supervisor in a "Y", hospital, or similar
recreation setting
9. working full-time in a field allied to P.E.
10. working full-time but not in P.E. or an allied field
11. working part-time as an instructor of physical activity
12. working part-time in a field allied with P.E.
13. working part-time but not in P.E. or an allied field
14. other

Q17 What best describes your level of education?

1. one undergraduate degree
2. two undergraduate degrees
3. Masters degree in P.E.
4. Masters degree in other field
5. Doctorate in P.E.
6. other Doctorate

Q18 What best describes your geographic location?

1. rural
2. urban

- 9 -

Q19 If you have any comments you wish to add about the survey or the topic of women's career decisions, please write them in the space below.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. WOULD YOU BE WILLING TO DISCUSS SOME OF YOUR ANSWERS WITH ME, IF ASKED?

If YES - - - - - YOUR NAME _____
ADDRESS _____
CITY _____ CODE _____
TELEPHONE _____

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE STAMPED ENVELOPE AS SOON AS POSSIBLE.

If NO - - - - Please return the completed questionnaire anonymously in the stamped envelope and accept my sincere appreciation for your contribution to this project. Remember to mail your completed survey as soon as possible.

Appendix B

- a. Age X Career Pattern
- b. Personal Income X Career Pattern
- c. Income Earnable Influence X Career Pattern
- d. Equal Treatment of Women Influence X Career Pattern
- e. Age Range of Children X Career Pattern
- f. Number of Children X Career Pattern
- g. Totals of All Influence Rankings
- h. Chance X Career Pattern
- i. Rational Decisions X Career Pattern
- j. Demographic Data
- k. Marital Status

Crosstabulation of Age at Last Birthday by Career Patterns

- Career Pattern -

	uninter- rupted	short term	inter- rupted return	part time	inter- rupted no return	unstable	interrupt maybe	no p.e. full time	row total
28 years	4 3.1	2 1.5	0 0.0	1 0.8	0 0.0	0 0.0	0 0.0	1 0.8	8 6.2
29 years	4 3.1	3 2.3	1 0.8	1 0.8	0 0.0	0 0.0	1 0.8	2 1.5	12 9.2
30 years	2 1.5	1 0.8	1 0.8	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0	5 3.8
31 years	3 2.3	4 3.1	1 0.8	0 0.0	0 0.0	1 0.8	2 1.5	0 0.0	11 8.5
32 years	4 3.1	4 3.1	0 0.0	0 0.0	1 0.8	1 0.8	0 0.0	0 0.0	10 7.7
33 years	1 0.8	2 1.5	1 0.8	0 0.0	0 0.0	1 0.8	1 0.8	1 0.8	7 5.4
34 years	0 0.0	1 0.8	1 0.8	3 2.3	1 0.8	2 1.5	2 1.5	0 0.0	10 7.7
35 years	6 4.6	3 2.3	1 0.8	2 1.5	0 0.0	3 2.3	4 3.1	0 0.0	19 14.6
36 years	0 0.0	4 3.1	0 0.0	0 0.0	1 0.8	1 0.8	1 0.8	0 0.0	7 5.4
37 years	2 1.5	1 0.8	2 1.5	0 0.0	4 3.1	1 0.8	0 0.0	1 0.8	11 8.5
38 years	2 1.5	1 0.8	1 0.8	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 3.1
39 years	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0	0 0.0	0 0.0	1 0.8	2 1.5

Crosstabulation of Age at Last Birthday by Career Patterns continued:

	- Career Pattern -							row total
	uninter- rupted	short term	inter- rupted return	part time	inter- rupted no return	unstable	interrupt maybe full time	
40 years	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.8	1 0.8
41 years	0 0.0	0 0.0	0 0.0	2 1.5	0 0.0	2 1.5	0 0.0	4 3.1
42 years	1 0.8	3 2.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 3.1
43 years	0 0.0	1 0.8	0 0.0	1 0.8	1 0.8	0 0.0	1 0.8	5 3.8
44 years	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0	0 0.0	0 0.0	1 0.8
46 years	0 0.0	0 0.0	2 1.5	0 0.0	0 0.0	0 0.0	0 0.0	2 1.5
47 years	0 0.0	2 1.5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 1.5
50 years	0 0.0	2 1.5	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0	3 2.3
52 years	1 0.8	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.8
62 years	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.8	1 0.8
Column Total	30 23.1	34 26.2	11 8.5	12 9.2	8 6.2	13 10.0	14 10.8	130 100.0

CHI SQUARE = 185.05458 with 147 degrees of freedom

SIGNIFICANCE = 0.0183

* * * * * PERSINC RANGE OF PERSONAL INCOME BY CARPATT CAREER PATTERN * * * * *

CARPATT													
COUNT I													
TOT PCT	IUNINTERR	SHORT	TE	INTERRUP	PARTTIME	INTERRUP	UNSTABLE	INTERRUP	NO	PE	FU	ROW	
	IUPIED	RM		TED-RETU		T NO RET		T MAYBE	LLTIME			TOTAL	
PERSINC	I	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1				
	I	I	I	I	I	I	I	I	I	I	I	I	I
1.	I	0	I	9	I	0	I	2	I	3	I	6	I
	I	0.0	I	6.9	I	0.0	I	1.5	I	2.3	I	4.6	I
NO INCOME	I	I	I	I	I	I	I	I	I	I	I	I	I
	I	I	I	I	I	I	I	I	I	I	I	I	I
2.	I	0	I	7	I	0	I	3	I	2	I	6	I
	I	0.0	I	5.4	I	0.0	I	2.3	I	1.5	I	4.6	I
UNDER 5000	I	I	I	I	I	I	I	I	I	I	I	I	I
	I	I	I	I	I	I	I	I	I	I	I	I	I
3.	I	2	I	6	I	3	I	3	I	2	I	0	I
	I	1.5	I	4.6	I	2.3	I	2.3	I	1.5	I	0.0	I
5000-15000	I	I	I	I	I	I	I	I	I	I	I	I	I
	I	I	I	I	I	I	I	I	I	I	I	I	I
4.	I	3	I	5	I	1	I	1	I	2	I	0	I
	I	2.3	I	3.8	I	0.8	I	0.8	I	0.8	I	0.0	I
15000-25000	I	I	I	I	I	I	I	I	I	I	I	I	I
	I	I	I	I	I	I	I	I	I	I	I	I	I
5.	I	15	I	5	I	6	I	3	I	2	I	5	I
	I	11.5	I	3.8	I	4.6	I	2.3	I	1.5	I	3.8	I
25000-35000	I	I	I	I	I	I	I	I	I	I	I	I	I
	I	I	I	I	I	I	I	I	I	I	I	I	I
6.	I	9	I	2	I	1	I	0	I	0	I	1	I
	I	6.9	I	1.5	I	0.8	I	0.0	I	0.0	I	0.8	I
MORE THAN 35000	I	I	I	I	I	I	I	I	I	I	I	I	I
	I	I	I	I	I	I	I	I	I	I	I	I	I
7.	I	1	I	0	I	0	I	0	I	0	I	0	I
	I	0.8	I	0.0	I	0.0	I	0.0	I	0.0	I	0.0	I
NO RESPONSE	I	I	I	I	I	I	I	I	I	I	I	I	I
	I	I	I	I	I	I	I	I	I	I	I	I	I
COLUMN	30	34		11	12	8	13	14	8			130	
TOTAL	23.1	26.2		8.5	9.2	6.2	10.0	10.8	6.2			100.0	

50 OUT OF 56 (89.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.062
CHI SQUARE = 72.69261 WITH 42 DEGREES OF FREEDOM SIGNIFICANCE = 0.0023

* * * * * INFLU4 INCOME EARNABLE IN PE C R O S S T A B U L A T I O N O F * * * * *
 * * * * * BY CARPATT CAREER PATTERN * * * * *

CARPATT													
COUNT													
10T PCT	IUNINTERR	SHORT	TE	INTERRUP	PARITIME	INTERRUP	UNSTABLE	INTERRUP	NO PE	FU	ROW		
	IUPIED	RM		TED-RETU		T NO RET		T MAYBE	LLTIME		TOTAL		
INFLU4	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1					
1. I	2 I	1 I	0 I	1 I	0 I	5 I	1 I	0 I			10		
VERY NB POSITIVE	1.5 I	0.8 I	0.0 I	0.8 I	0.0 I	3.8 I	0.8 I	0.0 I			7.7		
2. I	11 I	11 I	3 I	4 I	0 I	1 I	5 I	2 I			37		
SLIGHTLY NB POSI	8.5 I	8.5 I	2.3 I	3.1 I	0.0 I	0.8 I	3.8 I	1.5 I			28.5		
3. I	8 I	13 I	5 I	6 I	5 I	6 I	7 I	4 I			54		
NO EFFECT	6.2 I	10.0 I	3.8 I	4.6 I	3.8 I	4.6 I	5.4 I	3.1 I			41.5		
4. I	5 I	4 I	2 I	1 I	1 I	0 I	1 I	0 I			14		
SLIGHTLY NB NEGA	3.8 I	3.1 I	1.5 I	0.8 I	0.8 I	0.0 I	0.8 I	0.0 I			10.8		
5. I	4 I	1 I	0 I	0 I	1 I	0 I	0 I	0 I			6		
VERY NB NEGATIVE	3.1 I	0.8 I	0.0 I	0.0 I	0.8 I	0.0 I	0.0 I	0.0 I			4.6		
6. I	0 I	3 I	1 I	0 I	1 I	1 I	0 I	2 I			8		
NOT APPLCABLE	0.0 I	2.3 I	0.8 I	0.0 I	0.8 I	0.8 I	0.0 I	1.5 I			6.2		
7. I	0 I	1 I	0 I	0 I	0 I	0 I	0 I	0 I			1		
NO RESPONSE	0.0 I	0.8 I	0.0 I	0.0 I	0.0 I	0.0 I	0.0 I	0.0 I			0.8		
COLUMN	30	34	11	12	8	13	14	8			130		
TOTAL	23.1	26.2	8.5	9.2	6.2	10.0	10.8	6.2			100.0		

50 OUT OF 56 (89.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.062

CHI SQUARE = 52.88098 WITH 42 DEGREES OF FREEDOM SIGNIFICANCE = 0.1212

INFLU29 EQUAL TREATMENT OF WOMFN IN PE C R O S S T A B U L A T I O N O F C A R P A T T C A R E E R P A T T E R N

CARPATT														ROW
COUNT	I	TOT PCT	IUNINTERR	SHORT 1E	INTERRUP	PARTTIME	INTERRUP	UNSTABLE	INTERRUP	NO PE	FU	TOTAL		
			IUPTED	RM	TEO-REU		T NO RET		T MAYBE	LLTIME				
INFLU29	-	-	I	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1			
1.	I	5	I	3	I	1	I	0	I	2	I	0	I	
VERY NB POSITIVE	I	3.8	I	2.3	I	0.8	I	0.0	I	1.5	I	0.0	I	
	-	-	I	-	-	I	-	-	-	-	-	-	-	
2.	I	8	I	4	I	3	I	1	I	3	I	0	I	
SLIGHTLY NB POSI	I	6.2	I	3.1	I	2.3	I	0.8	I	2.3	I	0.0	I	
	-	-	I	-	-	I	-	-	-	-	-	-	-	
3.	I	10	I	20	I	3	I	4	I	3	I	4	I	
NO EFFECT	I	7.7	I	15.4	I	2.3	I	3.1	I	3.1	I	3.1	I	
	-	-	I	-	-	I	-	-	-	-	-	-	-	
4.	I	5	I	3	I	2	I	4	I	2	I	1	I	
SLIGHTLY NB NEGA	I	3.8	I	2.3	I	1.5	I	3.1	I	1.5	I	0.8	I	
	-	-	I	-	-	I	-	-	-	-	-	-	-	
5.	I	1	I	0	I	0	I	1	I	1	I	0	I	
VERY NB NEGATIVE	I	0.8	I	0.0	I	0.0	I	0.8	I	0.8	I	0.0	I	
	-	-	I	-	-	I	-	-	-	-	-	-	-	
6.	I	1	I	1	I	2	I	2	I	1	I	2	I	
NOT APPLCABLE	I	0.8	I	0.8	I	1.5	I	1.5	I	0.8	I	1.5	I	
	-	-	I	-	-	I	-	-	-	-	-	-	-	
7.	I	0	I	3	I	0	I	0	I	0	I	1	I	
NO RESPONSE	I	0.0	I	2.3	I	0.0	I	0.0	I	0.0	I	0.8	I	
	-	-	I	-	-	I	-	-	-	-	-	-	-	
COLUMN		30		34		11		12		13		8		
TOTAL		23.1		26.2		8.5		9.2		6.2		10.8		

49 OUT OF 56 (87.5%) OF THE VALIO CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.308
CHI SQUARE = 48.59038 WITH 42 DEGREES OF FREEOM SIGNIFICANCE = 0.2247

* * * * * KIDAGE AGE RANGE OF CHILDREN C R O S S T A B U L A T I O N O F * * * * *
* * * * * BY CARPATT CAREER PATTERN * * * * *

CARPATT													ROW
COUNT	I	UNINTERR	SHORT	TE	INTERRUP	PARITIME	INTERRUP	UNSTABLE	INTERRUP	NO	PE	FU	TOTAL
TOT PCT	IUPIED	RM			TED-REIU		T NO RET		T MAYBE	LLTIME			
KIDAGE	I	1.1		2.1	I 3.1	I 4.1	I 5.1	I 6.1	I 7.1	I 8.1			
	I				I	I	I	I	I	I			
1.	I	24	I 13	I	6	I 2	I 4	I 2	I 0	I 4			55
NO CHILDREN	I	18.5	I 10.0	I	4.6	I 1.5	I 3.1	I 1.5	I 0.0	I 3.1			42.3
	I				I	I	I	I	I	I			
2.	I	3	I 7	I	1	I 1	I 2	I 3	I 9	I 0			26
ALL PRESCHOOL AG	I	2.3	I 5.4	I	0.8	I 0.8	I 1.5	I 2.3	I 6.9	I 0.0			20.0
	I				I	I	I	I	I	I			
3.	I	0	I 2	I	0	I 4	I 1	I 3	I 3	I 1			14
SOME PRE AND SOM	I	0.0	I 1.5	I	0.0	I 3.1	I 0.8	I 2.3	I 2.3	I 0.8			10.8
	I				I	I	I	I	I	I			
4.	I	3	I 9	I	4	I 5	I 1	I 5	I 2	I 2			31
ALL SCHOOL AGE	I	2.3	I 6.9	I	3.1	I 3.8	I 0.8	I 3.8	I 1.5	I 1.5			23.8
	I				I	I	I	I	I	I			
5.	I	0	I 3	I	0	I 0	I 0	I 0	I 0	I 1			4
ALL OVER 18	I	0.0	I 2.3	I	0.0	I 0.0	I 0.0	I 0.0	I 0.0	I 0.8			3.1
	I				I	I	I	I	I	I			
COLUMN		30	34	11	12	13	8	14	8				130
TOTAL		23.1	26.2	8.5	9.2	10.0	6.2	10.8	6.2				100.0

31 OUT OF 40 (77.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.246
CHI SQUARE = 69.12933 WITH 28 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000

***** C R O S S T A B U L A T I O N O F *****
 KIDNO NUMBER OF CHILDREN BY CARPATT CAREER PATTERN *****

CARPATT													
COUNT													
TOT PCT	IUNINTERR	SHORT RM	TE	INTERRUP	PARTTIME	INTERRUP	UNSTABLE	INTERRUP	NO PE	FU	ROW		
	IUPTED			TED-RETU		T NO RET		T MAYBE	LLTIME		TOTAL		
KIDNO	I	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1				
	I	24	13	6	2	4	2	0	4		55		
	I	18.5	10.0	4.6	1.5	3.1	1.5	0.0	3.1		42.3		
	I												
	I	4	1	1	2	0	0	5	0		13		
	I	3.1	0.8	0.8	1.5	0.0	0.0	3.8	0.0		10.0		
	I												
	I	1	11	2	4	4	9	7	1		39		
	I	0.8	8.5	1.5	3.1	3.1	6.9	5.4	0.8		30.0		
	I												
	I	0	5	2	1	0	2	1	1		12		
	I	0.0	3.8	1.5	0.8	0.0	1.5	0.8	0.8		9.2		
	I												
	I	0	4	0	1	0	0	1	0		6		
	I	0.0	3.1	0.0	0.8	0.0	0.0	0.8	0.0		4.6		
	I												
	I	0	0	0	2	0	0	0	2		4		
	I	0.0	0.0	0.0	1.5	0.0	0.0	0.0	1.5		3.1		
	I												
	I	1	0	0	0	0	0	0	0		1		
	I	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.8		
	I												
COLUMN	30	34	11	12	8	13	14	8			130		
TOTAL	23.1	26.2	8.5	9.2	6.2	10.0	10.8	6.2			100.0		

49 OUT OF 56 (87.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.062

CHI SQUARE = 93.94705 WITH 42 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000

***** C R O S S T A B U L A T I O N O F *****
 INFLU21 CHANCE BY CARPATT CAREER PATTERN *****

CARPATT													
COUNT I													
TOT PCT	IUNINTERR	SHORT TE	INTERRUP	PARTTIME	INTERRUP	UNSTABLE	INTERRUP	NO PE	FU	ROW			
IUPTED	RM	RM	TE	RETU	T NO	RET	T MAYBE	LT	TIME	TOTAL			
INFLU21	I	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1				
1. I	1	1	1	3	1	1	2	1	1	11			
VERY NB POSITIVE	I	0.8	I	0.8	I	0.8	I	1.5	I	8.5			
2. I	10	I	11	I	5	I	3	I	4	40			
SLIGHTLY NB POSI	I	7.7	I	8.5	I	3.8	I	2.3	I	30.8			
3. I	11	I	9	I	1	I	3	I	4	35			
NO EFFECT	I	8.5	I	6.9	I	0.8	I	2.3	I	26.9			
4. I	1	I	3	I	0	I	1	I	0	10			
SLIGHTLY NB NEGA	I	0.8	I	2.3	I	0.0	I	1.5	I	7.7			
5. I	1	I	4	I	0	I	1	I	0	7			
VERY NB NEGATIVE	I	0.8	I	3.1	I	0.0	I	0.8	I	5.4			
6. I	5	I	4	I	2	I	2	I	5	23			
NOT APPLCABLE	I	3.8	I	3.1	I	1.5	I	1.5	I	17.7			
7. I	1	I	2	I	0	I	0	I	0	4			
NO RESPONSE	I	0.8	I	1.5	I	0.0	I	0.0	I	3.1			
COLUMN	30	34	11	12	8	13	14	8		130			
TOTAL	23.1	26.2	8.5	9.2	6.2	10.0	10.8	6.2		100.0			

50 OUT OF 56 (89.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.246
 CHI SQUARE = 36.87096 WITH 42 DEGREES OF FREEDOM SIGNIFICANCE = 0.6952

* * * * * INFLU32 ABILITY TO MAKE RATIONAL DECISIONS OF * * * * *
 * * * * * BY CARPATT CAREER PATTERN * * * * *

CARPATT													
COUNT I													
TOT PCT	IUNINTERR	SHORT TE	INTERRUP	PARTTIME	INTERRUP	UNSTABLE	INTERRUP	NO PE	FU	ROW			
IUPTED	RM	2.1	3.1	4.1	5.1	6.1	7.1	8.1	TOTAL				
1. I	16 I	11 I	4 I	3 I	2 I	5 I	5 I	2 I	48				
VERY NB POSITIVE	12.3 I	8.5 I	3.1 I	2.3 I	1.5 I	3.8 I	3.8 I	1.5 I	36.9				
2. I	12 I	12 I	4 I	7 I	2 I	6 I	8 I	2 I	53				
SLIGHTLY NB POSI	9.2 I	9.2 I	3.1 I	5.4 I	1.5 I	4.6 I	6.2 I	1.5 I	40.8				
3. I	2 I	3 I	3 I	1 I	0 I	0 I	1 I	1 I	11				
NO EFFECT	1.5 I	2.3 I	2.3 I	0.8 I	0.0 I	0.0 I	0.8 I	0.8 I	8.5				
4. I	0 I	4 I	0 I	0 I	2 I	0 I	0 I	0 I	6				
SLIGHTLY NB NEGA	0.0 I	3.1 I	0.0 I	0.0 I	1.5 I	0.0 I	0.0 I	0.0 I	4.6				
5. I	0 I	1 I	0 I	0 I	1 I	1 I	0 I	1 I	4				
VERY NB NEGATIVE	0.0 I	0.8 I	0.0 I	0.0 I	0.8 I	0.8 I	0.0 I	0.8 I	3.1				
6. I	0 I	1 I	0 I	0 I	0 I	1 I	0 I	1 I	3				
NOT APPLCABLE	0.0 I	0.8 I	0.0 I	0.0 I	0.0 I	0.8 I	0.0 I	0.8 I	2.3				
7. I	0 I	2 I	0 I	1 I	1 I	0 I	0 I	1 I	5				
NO RESPONSE	0.0 I	1.5 I	0.0 I	0.8 I	0.8 I	0.0 I	0.0 I	0.8 I	3.8				
COLUMN	30	34	11	12	8	13	14	8	130				
TOTAL	23.1	26.2	8.5	9.2	6.2	10.0	10.8	6.2	100.0				

49 OUT OF 56 (87.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.185
 CHI SQUARE = 49.71677 WITH 42 DEGREES OF FREEDOM SIGNIFICANCE = 0.1929

MARSTAT MARITAL STATUS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MARRIED	2.	83	63.8	63.8	63.8
NEVER MARRIED	1.	30	23.1	23.1	86.9
SEPARATED	4.	6	4.6	4.6	91.5
DIVORCED	5.	6	4.6	4.6	96.2
REMARRIED	6.	5	3.8	3.8	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

MEAN 2.154

VALID CASES 130 MISSING CASES 0

Appendix C

The Ranking Frequencies of Each of the 34 Influences

INFLU1 AVAILABILITY OF PE JOBS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	41	31.5	31.5	31.5
VERY NB POSITIVE	1.	30	23.1	23.1	54.6
SLIGHTLY NB POSITIVE	2.	23	17.7	17.7	72.3
SLIGHTLY NB NEGATIVE	4.	16	12.3	12.3	84.6
VERY NB NEGATIVE	5.	12	9.2	9.2	93.8
NOT APPLCABLE	6.	7	5.4	5.4	99.2
NO RESPONSE	7.	1	0.8	0.8	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU2 AGE AT LAST BITRTHDAY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	65	50.0	50.0	50.0
SLIGHTLY NB NEGATIVE	4.	18	13.8	13.8	63.8
SLIGHTLY NB POSITIVE	2.	16	12.3	12.3	76.2
NOT APPLCABLE	6.	14	10.8	10.8	86.9
VERY NB POSITIVE	1.	10	7.7	7.7	94.6
VERY NB NEGATIVE	5.	6	4.6	4.6	99.2
NO RESPONSE	7.	1	0.8	0.8	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU3 CONFIDENCE IN ABILITIES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	61	46.9	46.9	46.9
SLIGHTLY NB POSITIVE	2.	37	28.5	28.5	75.4
NO EFFECT	3.	15	11.5	11.5	86.9
SLIGHTLY NB NEGATIVE	4.	7	5.4	5.4	92.3
NOT APPLCABLE	6.	5	3.8	3.8	96.2
VERY NB NEGATIVE	5.	3	2.3	2.3	98.5
NO RESPONSE	7.	2	1.5	1.5	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU4 INCOME EARNABLE IN PE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	54	41.5	41.5	41.5
SLIGHTLY NB POSITIVE	2.	37	28.5	28.5	70.0
SLIGHTLY NB NEGATIVE	4.	14	10.8	10.8	80.8
VERY NB POSITIVE	1.	10	7.7	7.7	88.5
NOT APPLCABLE	6.	8	6.2	6.2	94.6
VERY NB NEGATIVE	5.	6	4.6	4.6	99.2
NO RESPONSE	7.	1	0.8	0.8	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU5 ATTITUDE OF SPOUSE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	39	30.0	30.0	30.0
NOT APPLCABLE	6.	38	29.2	29.2	59.2
SLIGHTLY NB POSITIVE	2.	23	17.7	17.7	76.9
NO EFFECT	3.	20	15.4	15.4	92.3
SLIGHTLY NB NEGATIVE	4.	5	3.8	3.8	96.2
VERY NB NEGATIVE	5.	3	2.3	2.3	98.5
NO RESPONSE	7.	2	1.5	1.5	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU6 IMPORTANCE OF WORK IN LIFE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	75	57.7	57.7	57.7
SLIGHTLY NB POSITIVE	2.	29	22.3	22.3	80.0
VERY NB NEGATIVE	5.	8	6.2	6.2	86.2
SLIGHTLY NB NEGATIVE	4.	6	4.6	4.6	90.8
NO EFFECT	3.	6	4.6	4.6	95.4
NO RESPONSE	7.	4	3.1	3.1	98.5
NOT APPLCABLE	6.	2	1.5	1.5	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU7 CONFLICTING DEMANDS ON TIME

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB NEGATIVE	5.	26	20.0	20.0	20.0
VERY NB POSITIVE	1.	26	20.0	20.0	40.0
SLIGHTLY NB NEGATIVE	4.	23	17.7	17.7	57.7
NO EFFECT	3.	22	16.9	16.9	74.6
SLIGHTLY NB POSITIVE	2.	22	16.9	16.9	91.5
NOT APPLCABLE	6.	8	6.2	6.2	97.7
NO RESPONSE	7.	3	2.3	2.3	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU8 OPPOTUNITIES FOR CHANGE OR PROMOTION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	49	37.7	37.7	37.7
SLIGHTLY NB POSITIVE	2.	22	16.9	16.9	54.6
VERY NB NEGATIVE	5.	18	13.8	13.8	68.5
VERY NB POSITIVE	1.	15	11.5	11.5	80.0
SLIGHTLY NB NEGATIVE	4.	13	10.0	10.0	90.0
NOT APPLCABLE	6.	11	8.5	8.5	98.5
NO RESPONSE	7.	2	1.5	1.5	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU9 MARRIAGE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	33	25.4	25.4	25.4
NO EFFECT	3.	29	22.3	22.3	47.7
NOT APPLCABLE	6.	28	21.5	21.5	69.2
SLIGHTLY NB POSITIVE	2.	16	12.3	12.3	81.5
SLIGHTLY NB NEGATIVE	4.	11	8.5	8.5	90.0
VERY NB NEGATIVE	5.	10	7.7	7.7	97.7
NO RESPONSE	7.	3	2.3	2.3	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU10 SALARIES PAID TO WOMEN IN PE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	66	50.8	50.8	50.8
SLIGHTLY NB POSITIVE	2.	21	16.2	16.2	66.9
NOT APPLCABLE	6.	13	10.0	10.0	76.9
SLIGHTLY NB NEGATIVE	4.	12	9.2	9.2	86.2
VERY NB POSITIVE	1.	9	6.9	6.9	93.1
VERY NB NEGATIVE	5.	7	5.4	5.4	98.5
NO RESPONSE	7.	2	1.5	1.5	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU11 NEED TO ACHIEVE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	56	43.1	43.1	43.1
SLIGHTLY NB POSITIVE	2.	48	36.9	36.9	80.0
NO EFFECT	3.	11	8.5	8.5	88.5
VERY NB NEGATIVE	5.	6	4.6	4.6	93.1
SLIGHTLY NB NEGATIVE	4.	6	4.6	4.6	97.7
NO RESPONSE	7.	2	1.5	1.5	99.2
NOT APPLCABLE	6.	1	0.8	0.8	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU12 JOB SATISFACTION IN PE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	51	39.2	39.2	39.2
SLIGHTLY NB POSITIVE	2.	35	26.9	26.9	66.2
SLIGHTLY NB NEGATIVE	4.	16	12.3	12.3	78.5
VERY NB NEGATIVE	5.	11	8.5	8.5	86.9
NO EFFECT	3.	11	8.5	8.5	95.4
NOT APPLCABLE	6.	4	3.1	3.1	98.5
NO RESPONSE	7.	2	1.5	1.5	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU13 FAMILY OBLIGATIONS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	29	22.3	22.3	22.3
NOT APPLCABLE	6.	24	18.5	18.5	40.8
NO EFFECT	3.	24	18.5	18.5	59.2
VERY NB NEGATIVE	5.	22	16.9	16.9	76.2
SLIGHTLY NB NEGATIVE	4.	18	13.8	13.8	90.0
SLIGHTLY NB POSITIVE	2.	11	8.5	8.5	98.5
NO RESPONSE	7.	2	1.5	1.5	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	
VALID CASES	130	MISSING CASES	0		

INFLU14 ADEQUACY OF TRAINING IN PE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	46	35.4	35.4	35.4
SLIGHTLY NB POSITIVE	2.	41	31.5	31.5	66.9
NO EFFECT	3.	21	16.2	16.2	83.1
SLIGHTLY NB NEGATIVE	4.	11	8.5	8.5	91.5
NOT APPLCABLE	6.	4	3.1	3.1	94.6
NO RESPONSE	7.	3	2.3	2.3	96.9
VERY NB NEGATIVE	5.	3	2.3	2.3	99.2
	0.	1	0.8	0.8	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	
VALID CASES	130	MISSING CASES	0		

INFLU15 FINANCIAL NECESSITY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	48	36.9	36.9	36.9
SLIGHTLY NB POSITIVE	2.	39	30.0	30.0	66.9
VERY NB POSITIVE	1.	19	14.6	14.6	81.5
NOT APPLCABLE	6.	10	7.7	7.7	89.2
SLIGHTLY NB NEGATIVE	4.	6	4.6	4.6	93.8
NO RESPONSE	7.	4	3.1	3.1	96.9
VERY NB NEGATIVE	5.	4	3.1	3.1	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU16 NUMBER OF CHILDREN

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT APPLCABLE	6.	54	41.5	41.5	41.5
VERY NB POSITIVE	1.	23	17.7	17.7	59.2
NO EFFECT	3.	18	13.8	13.8	73.1
VERY NB NEGATIVE	5.	14	10.8	10.8	83.8
SLIGHTLY NB NEGATIVE	4.	11	8.5	8.5	92.3
SLIGHTLY NB POSITIVE	2.	7	5.4	5.4	97.7
NO RESPONSE	7.	3	2.3	2.3	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU17 CAREER ASPIRATIONS OR AMBITIONS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
SLIGHTLY NB POSITIVE	2.	48	36.9	36.9	36.9
VERY NB POSITIVE	1.	45	34.6	34.6	71.5
NO EFFECT	3.	14	10.8	10.8	82.3
SLIGHTLY NB NEGATIVE	4.	9	6.9	6.9	89.2
VERY NB NEGATIVE	5.	8	6.2	6.2	95.4
NO RESPONSE	7.	5	3.8	3.8	99.2
NOT APPLCABLE	6.	1	0.8	0.8	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU18 EXAMPLE OF OTHER WOMEN IN PE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	49	37.7	37.7	37.7
SLIGHTLY NB POSITIVE	2.	37	28.5	28.5	66.2
VERY NB POSITIVE	1.	13	10.0	10.0	76.2
NOT APPLCABLE	6.	11	8.5	8.5	84.6
SLIGHTLY NB NEGATIVE	4.	9	6.9	6.9	91.5
VERY NB NEGATIVE	5.	7	5.4	5.4	96.9
NO RESPONSE	7.	4	3.1	3.1	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU19 INDEPENDENT AND SELF-RELIANT CHARACTER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	58	44.6	44.6	44.6
SLIGHTLY NB POSITIVE	2.	51	39.2	39.2	83.8
NO EFFECT	3.	9	6.9	6.9	90.8
SLIGHTLY NB NEGATIVE	4.	7	5.4	5.4	96.2
NO RESPONSE	7.	3	2.3	2.3	98.5
NOT APPLCABLE	6.	1	0.8	0.8	99.2
VERY NB NEGATIVE	5.	1	0.8	0.8	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU20 HEALTH OR FITNESS LEVEL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	52	40.0	40.0	40.0
SLIGHTLY NB POSITIVE	2.	40	30.8	30.8	70.8
NO EFFECT	3.	23	17.7	17.7	88.5
SLIGHTLY NB NEGATIVE	4.	6	4.6	4.6	93.1
NO RESPONSE	7.	4	3.1	3.1	96.2
VERY NB NEGATIVE	5.	3	2.3	2.3	98.5
NOT APPLCABLE	6.	2	1.5	1.5	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU21 CHANCE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
SLIGHTLY NB POSITIVE	2.	40	30.8	30.8	30.8
NO EFFECT	3.	35	26.9	26.9	57.7
NOT APPLCABLE	6.	23	17.7	17.7	75.4
VERY NB POSITIVE	1.	11	8.5	8.5	83.8
SLIGHTLY NB NEGATIVE	4.	10	7.7	7.7	91.5
VERY NB NEGATIVE	5.	7	5.4	5.4	96.9
NO RESPONSE	7.	4	3.1	3.1	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU22 ATTITUDES TOWARD THE ROLE OF WOMEN

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	40	30.8	30.8	30.8
SLIGHTLY NB POSITIVE	2.	40	30.8	30.8	61.5
VERY NB POSITIVE	1.	24	18.5	18.5	80.0
NOT APPLCABLE	6.	13	10.0	10.0	90.0
SLIGHTLY NB NEGATIVE	4.	6	4.6	4.6	94.6
VERY NB NEGATIVE	5.	4	3.1	3.1	97.7
NO RESPONSE	7.	3	2.3	2.3	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU23 HOURS OF WORK INVOLVED IN FULL-TIME CARE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	33	25.4	25.4	25.4
VERY NB NEGATIVE	5.	28	21.5	21.5	46.9
SLIGHTLY NB NEGATIVE	4.	25	19.2	19.2	66.2
VERY NB POSITIVE	1.	24	18.5	18.5	84.6
SLIGHTLY NB POSITIVE	2.	13	10.0	10.0	94.6
NO RESPONSE	7.	4	3.1	3.1	97.7
NOT APPLCABLE	6.	3	2.3	2.3	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU24 AGE OF CHILDREN

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT APPLCABLE	6.	51	39.2	39.2	39.2
VERY NB NEGATIVE	5.	24	18.5	18.5	57.7
VERY NB POSITIVE	1.	22	16.9	16.9	74.6
NO EFFECT	3.	13	10.0	10.0	84.6
SLIGHTLY NB NEGATIVE	4.	11	8.5	8.5	93.1
SLIGHTLY NB POSITIVE	2.	5	3.8	3.8	96.9
NO RESPONSE	7.	4	3.1	3.1	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU25 ATTENDANCE AT GRAD SCHOOL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT APPLCABLE	6.	61	46.9	46.9	46.9
VERY NB POSITIVE	1.	20	15.4	15.4	62.3
NO EFFECT	3.	19	14.6	14.6	76.9
SLIGHTLY NB POSITIVE	2.	14	10.8	10.8	87.7
VERY NB NEGATIVE	5.	6	4.6	4.6	92.3
NO RESPONSE	7.	5	3.8	3.8	96.2
SLIGHTLY NB NEGATIVE	4.	5	3.8	3.8	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU26 ATTITUDES OF OTHERS TO WORK IN PE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	45	34.6	34.6	34.6
SLIGHTLY NB POSITIVE	2.	33	25.4	25.4	60.0
VERY NB POSITIVE	1.	18	13.8	13.8	73.8
SLIGHTLY NB NEGATIVE	4.	15	11.5	11.5	85.4
NOT APPLCABLE	6.	8	6.2	6.2	91.5
VERY NB NEGATIVE	5.	6	4.6	4.6	96.2
NO RESPONSE	7.	5	3.8	3.8	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU27 GEOGRAPHIC LOCATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	39	30.0	30.0	30.0
SLIGHTLY NB POSITIVE	2.	30	23.1	23.1	53.1
VERY NB POSITIVE	1.	22	16.9	16.9	70.0
NOT APPLCABLE	6.	14	10.8	10.8	80.8
VERY NB NEGATIVE	5.	11	8.5	8.5	89.2
SLIGHTLY NB NEGATIVE	4.	11	8.5	8.5	97.7
NO RESPONSE	7.	3	2.3	2.3	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU28 NEED FOR PERSONAL FULFILLMENT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	63	48.5	48.5	48.5
SLIGHTLY NB POSITIVE	2.	43	33.1	33.1	81.5
NO EFFECT	3.	9	6.9	6.9	88.5
VERY NB NEGATIVE	5.	6	4.6	4.6	93.1
NO RESPONSE	7.	4	3.1	3.1	96.2
SLIGHTLY NB NEGATIVE	4.	4	3.1	3.1	99.2
NOT APPLCABLE	6.	1	0.8	0.8	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU29 EQUAL TREATMENT OF WOMEN IN PE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	55	42.3	42.3	42.3
SLIGHTLY NB POSITIVE	2.	23	17.7	17.7	60.0
SLIGHTLY NB NEGATIVE	4.	18	13.8	13.8	73.8
VERY NB POSITIVE	1.	13	10.0	10.0	83.8
NOT APPLCABLE	6.	11	8.5	8.5	92.3
NO RESPONSE	7.	5	3.8	3.8	96.2
VERY NB NEGATIVE	5.	5	3.8	3.8	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU30 INSERVICE TRAINING OR CERTIFICATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
SLIGHTLY NB POSITIVE	2.	44	33.8	33.8	33.8
NO EFFECT	3.	32	24.6	24.6	58.5
VERY NB POSITIVE	1.	24	18.5	18.5	76.9
NOT APPLCABLE	6.	18	13.8	13.8	90.8
SLIGHTLY NB NEGATIVE	4.	8	6.2	6.2	96.9
NO RESPONSE	7.	3	2.3	2.3	99.2
VERY NB NEGATIVE	5.	1	0.8	0.8	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU31 NEED TO BE FINANCAILLY INDEPENDENT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	40	30.8	30.8	30.8
SLIGHTLY NB POSITIVE	2.	35	26.9	26.9	57.7
NO EFFECT	3.	28	21.5	21.5	79.2
NOT APPLCABLE	6.	16	12.3	12.3	91.5
VERY NB NEGATIVE	5.	5	3.8	3.8	95.4
NO RESPONSE	7.	4	3.1	3.1	98.5
SLIGHTLY NB NEGATIVE	4.	2	1.5	1.5	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU32 ABILITY TO MAKE RATIONAL DECISIONS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
SLIGHTLY NB POSITIVE	2.	53	40.8	40.8	40.8
VERY NB POSITIVE	1.	48	36.9	36.9	77.7
NO EFFECT	3.	11	8.5	8.5	86.2
SLIGHTLY NB NEGATIVE	4.	6	4.6	4.6	90.8
NO RESPONSE	7.	5	3.8	3.8	94.6
VERY NB NEGATIVE	5.	4	3.1	3.1	97.7
NOT APPLCABLE	6.	3	2.3	2.3	100.0
		-----	-----	-----	
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU33 ENCOURAGEMENT AND SUPPORT OF OTHERS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY NB POSITIVE	1.	56	43.1	43.1	43.1
SLIGHTLY NB POSITIVE	2.	42	32.3	32.3	75.4
NO EFFECT	3.	13	10.0	10.0	85.4
SLIGHTLY NB NEGATIVE	4.	8	6.2	6.2	91.5
VERY NB NEGATIVE	5.	6	4.6	4.6	96.2
NO RESPONSE	7.	3	2.3	2.3	98.5
NOT APPLCABLE	6.	2	1.5	1.5	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

INFLU34 IMAGE OF FEMALE PHYSICAL EDUCATOR

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO EFFECT	3.	47	36.2	36.2	36.2
SLIGHTLY NB POSITIVE	2.	31	23.8	23.8	60.0
VERY NB POSITIVE	1.	16	12.3	12.3	72.3
SLIGHTLY NB NEGATIVE	4.	14	10.8	10.8	83.1
VERY NB NEGATIVE	5.	11	8.5	8.5	91.5
NOT APPLCABLE	6.	8	6.2	6.2	97.7
NO RESPONSE	7.	3	2.3	2.3	100.0
	TOTAL	130	100.0	100.0	

VALID CASES 130 MISSING CASES 0

B30362